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ABSTRACT

A national survey was conducted which examined the scope of freshman seminar programming, the characteristics of these seminars, and the variance between different types of freshman seminars with respect to their goals, topics addressed, and other characteristics. The study surveyed 2,460 regionally-accredited colleges and universities of whom 1,064 responded. Of these, 696 indicated that their institution currently offers a course called a freshman seminar or colloquium. An additional 58 respondents planned to offer such a seminar in the 1992-93 academic year. The survey revealed that the most common freshman seminar types were extended orientation seminars, academic seminars with generally uniform academic content across sections, academic seminars on various topics, professional seminars, and basic study skills seminars. However, 30 percent of participants indicated that their seminar was actually a hybrid of two or more of these types. Essential characteristics of most seminars included an attempt to create a supportive peer group and meaningful interactions between each student and the instructor, and to improve student academic skills. The report also offers information on the history and theory of freshman seminar programming, qualitative data on seminar characteristics, case studies of model programs, and study implications. Also included is the survey instrument and a list of participating institutions that offer seminars. Includes 29 references. (JB)

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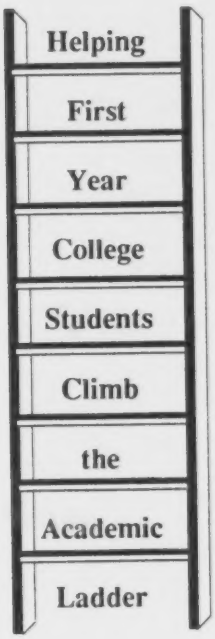
Monograph Series
Number 10

The Freshman Year EXPERIENCE®

1991 NATIONAL SURVEY OF FRESHMAN SEMINAR PROGRAMMING

Betsy O. Barefoot
Paul P. Fidler



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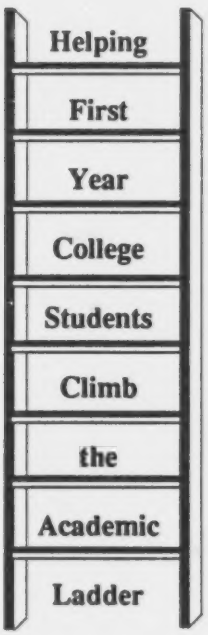

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Foreword

John N. Gardner

Eighteen years ago, when I became director of the fledgling freshman seminar program at the University of South Carolina, there were no professional development opportunities for freshman educators. There was no literature base, no professional meeting I could attend to meet other freshman seminar directors and instructors, and no textbook written exclusively for freshman seminar courses. Finally, there was no serious research being done to measure the extent of interest and response to assisting first-year students. How things have changed in 18 years!

Now there is a significant body of literature on freshman programming, especially the freshman seminar, much of it developed or sponsored by my colleagues in the National Resource Center for The Freshman Year Experience. Now there are many conferences, workshops, and seminars focusing on first-year students that allow me and my fellow freshman educators around the country to share research and practice on behalf of first-year students.

As I have come to know freshman educators, I have learned that in some ways we are like the first-year students themselves. We want to be able to place ourselves in a national context. We want to know if what we are doing, thinking, or feeling is similar to the experience of our colleagues at other colleges and universities. Some of us want to know, "What is Harvard doing?" "Does Harvard offer a freshman seminar?" Of course the answer to that was found in the extraordinary interview that we conducted with David Riesman of Harvard, published in Volume 3, #2 of the *Journal of The Freshman Year Experience.*

I realized several years ago that many educators who had been spending enormous amounts of energy in developing their freshman seminar courses wanted to know how their efforts fit into the larger national and historical context of this unique curriculum reform. This publication will certainly help all of us see where our own program fits into a number of different contexts.

The survey research upon which this monograph is based follows closely on the heels of our first national survey which was analyzed and reported by Drs. Dorothy and Paul Fidler. But this research was designed to answer a number of important new questions about the various types or categories of current freshman seminars and the similarities and differences between these various seminar types.

I want to express my personal and professional gratitude to the two authors of this monograph. Betsy Barefoot currently serves as the Co-Director for the National Resource Center. This research comprised the basis for her doctoral dissertation in support of an Ed. D. from the College of William and Mary in May of 1992. Paul Fidler has been my colleague here at the University of South Carolina for 23 years. Since 1973, he has been the researcher primarily responsible for the ongoing study of our University 101 freshman seminar. Together, these authors have written about this research in a way that I believe will assist and inform many freshman seminar instructors and program directors in the creation and re-creation of viable seminar programs for first-year students.

CHAPTER ONE

INTRODUCTION

If you are reading this monograph, chances are you have some familiarity with the freshman seminar, a course type that qualifies as a current curriculum reform in American higher education. But perhaps you are less aware of the numbers of institutions that now offer such a course to entering students and the variety of goals, topics, and structures that these courses embody. This monograph, then, is intended to provide you, the reader, the results of a recent national study on the scope of freshman seminar programming, the characteristics of these courses in general, and the variance between different types of freshman seminars with respect to their goals, topics addressed, and other characteristics.

Study Background

The curriculum history of American higher education reveals that the freshman seminar is a course type which has been in existence for approximately 100 years. But, by far, the greatest proliferation of these courses has occurred since 1980. A number of converging circumstances, both internal and external to higher education, have brought about an increased interest in the fate of first-year students and, consequently, interest in the freshman seminar. These circumstances include the following:

1. the shrinking pool of traditional-aged, college-bound students;
2. the alarming college dropout rate which is at its peak during the freshman year;
3. the influx of an increasingly diverse student population, both in terms of ethnicity and academic preparation;
4. the genuine concern of faculty, staff, and administrators for the academic and social well-being of first-year students.

These concerns and others are requiring that campuses seek innovative ways to meet the needs of freshmen more adequately. Increasing numbers of colleges and universities are discovering that a flexible and effective way by which to address these problems is the creation of a special course for freshmen called a "freshman seminar."

Freshman seminars bring together seminar form (small class size and interactive pedagogy) and content which varies from campus to campus, and, in some instances, from class section to section. Evidence gathered since 1987 by the National Resource Center for The Freshman Year Experience indicates that the most common form of the freshman seminar can more accurately be termed a "freshman orientation seminar." The primary purposes for these seminars are to ease the high school-to-college transition and to prepare students for the expectations and demands of college life. But other freshman seminars have been offered for many years as interdisciplinary, theme-oriented courses or as small classes in which faculty can share with first-year students their own unique, and often esoteric, academic interests.

Study Process and Objectives

In order to expand the existing database of information on freshman seminars, the National Resource Center surveyed all regionally-accredited colleges and

universities with a student population of over 100 (N = 2,460) in September 1991, by means of an instrument which was mailed to all institutional vice presidents for academic affairs. Survey responses were received from 1,064 colleges and universities for an overall response rate of 43%. Of the respondents, 696 (65.6%) indicated that their institution currently offers a course called a freshman seminar or colloquium. An additional 58 respondents indicated that their institution plans to offer a freshman seminar in the 1992-93 academic year.

One goal of this survey research was to gather information about the different types or categories of freshman seminars. Based on survey responses, the most common freshman seminar types can be defined as follows:

1. *Extended orientation seminars.* Sometimes called freshman orientation, college survival, or student success courses. May be taught by faculty, administrators, and/or student affairs professionals. Content will likely include introduction to campus resources, time management, study skills, career planning, cultural diversity, and student development issues.

2. *Academic seminars with generally uniform academic content across sections.* May be either elective or required courses for first-year students, sometimes interdisciplinary or theme-oriented, sometimes part of a required general education core. Will often include academic skills components such as critical thinking and expository writing.

3. *Academic seminars on various topics.* Specific topics are chosen by faculty who teach sections of these freshman seminars. Will generally be elective courses. Topics may evolve from any discipline or may include societal issues such as biological and chemical warfare, urban culture, animal research, tropical rain forests, the AIDS epidemic.

4. *Professional seminars.* Generally taught for first-year students within professional schools or specific disciplines such as engineering, health science, or education to prepare students for the demands of the major and the profession.

5. *Basic study skills seminars.* Generally offered for freshmen who are academically underprepared. These seminars focus on such basic study skills as grammar, note-taking, and time management.

It is important to note that these five categories are seldom mutually exclusive. Approximately 30% of survey respondents indicated that the freshman seminar on their campus is more accurately described as a hybrid—a combination of two or more of the above listed types, and 17 respondents described seminars as unique, one-of-a-kind classroom experiences that could not be categorized as one of the above five seminar types. These special seminars are described in Chapter Four.

In spite of significant differences in content and structure, all freshman seminars share a few essential characteristics. All freshman seminars attempt to create for participating students a supportive peer group and meaningful interactions between each student and the instructor. In addition, all freshman seminars share the common goal of improving student academic skills. The skills themselves, however, vary according to the abilities of entering students and the expectations the institution holds for them.

A Monograph "Map"

If you are interested in briefly reviewing the history of freshman seminar programming

and understanding some of the theoretical positions that inform the design of programs for first-year students, you will want to continue your reading with Chapter Two.

If your primary interest is in looking at quantitative data on the characteristics of freshman seminars, Chapter Three presents these data in tabular form with respect to the goals, structures, administration, instruction, longevity, campus support, and other characteristics of freshman seminars. These data are presented across all institutions, by size of institution, by two-year versus four-year institutions, and by seminar type for four of the five types. (Responses in the "Professional Seminar" category were too few for accurate data comparison.)

If your interest is in detailed information about current freshman seminar programs, Chapter Four presents case studies of model programs for each described seminar type and information about the unique, "other" seminars.

Chapter Five offers implications of the study for policy and practice as well as recommendations for future study on behalf of first-year students.

For your reference, the survey instrument is presented in Appendix A, and the 696 responding institutions that offer a freshman seminar are listed in Appendix B.

We appreciate your interest in this publication. We invite you to share with the National Resource Center your own unique campus experiences in designing, offering, and evaluating programs for first-year students.

Chapter Two

An Historical and Theoretical Framework For the Freshman Seminar

A Brief History of the Freshman Seminar

Indiscriminate use of terminology makes discussion of the history of the freshman seminar nothing less than a formidable challenge. For purposes of historical review, it is necessary to make the distinction between the two primary manifestations of freshman seminar programming in American higher education: the academic freshman seminar and the extended orientation freshman seminar. These course types are no longer mutually exclusive nor do they encompass all modes of the freshman seminar; however, historical records seem to indicate that the vast majority of freshman seminars were initiated with one or the other primary focus (Gordon, 1989).

Levine (1985) maintains that the academic freshman seminar began in 1945 as "a pedagogical technique introduced by Nathan Pusey at Lawrence College which provides freshmen an opportunity to work with a faculty member on a topic of mutual interest" (p. 525). In a discussion of the freshman seminar from 1945 to the mid-1970s, Levine and Weingart (1974) termed the academic freshman seminar "one of a number of piecemeal reforms in American higher education" which, they added, "are far easier to implement than those that confront the total curriculum" (p. 9). Levine and Weingart suggested that, stripped of its title, the freshman seminar may be "just another small class for freshmen" (p. 9). They further questioned whether the popularity of the freshman seminar was perhaps evidence of the applicability of the Hawthorne effect to colleges and universities —that is, change for change's sake, even if only in course title, was valid if it "produces more interesting courses with happier professors and students" (p. 9).

Whether Levine and Weingart (1974) were correct in their suggestion that an academic freshman seminar may be essentially the same as any other small freshman class is a question to which there is no single, unequivocal answer. Other educators argued that the freshman seminar form, whatever the content, implies an egalitarian structure and respect for students that is not necessarily part and parcel of "just any small freshman class" (T. Flynn, Mt. St. Mary's College, Maryland, personal communication, February 2,1991).

The second primary manifestation of freshman seminar programming in American higher education was the extended orientation or "coping with college" freshman seminar. Since the early 1970s, this form has accounted for the bulk of the proliferation of freshman seminar courses in the United States (National Resource Center, 1988). Such a course type made its first appearance at Boston University in 1888 and its first "for-credit"

appearance at Reed College in 1911 (Fitts & Swift, 1928). These courses generally purports to introduce first-year students to campus resources, teach essential study and time management skills, raise levels of student awareness about wellness and safety issues, and provide students an essential connection with each other and one adult on campus—the faculty or staff member who is the orientation seminar instructor (Jewler, 1989). Not only has the orientation seminar proven effective in enhancing freshman-to-sophomore retention, it has also been shown to result in improved grade point averages (Fidler, 1991) and increased graduation rates of enrolled students, especially those who are at risk academically (Fidler, 1991; Fidler & Hunter, 1989; Shanley & Witten, 1990).

In their review of the freshman seminar as a component of a general education curriculum, Levine and Weingart (1974) identified both intended and unintended advantages as well as problems which often accompany course implementation. A problem common to all general education courses including freshman seminars is that, in the metaphorical language of Boyer and Levine (1981), they may become "a spare room" that is poorly attended and indiscriminately used, in "the house of intellect" (p. 1). Traditional institutional reward systems often predicate against the teaching of courses that do not belong to a specific discipline. Other than "pay for services rendered," there are few extrinsic institutional rewards for faculty who teach such courses, especially in rigidly departmentalized colleges and graduate universities.

Levine and Weingart (1974), however, provided further evidence of the value of freshman seminars to both students and faculty. They stated:

> Faculty praise seminars for serving as a change of pace and for permitting more flexibility than regular courses. Many faculty use the course as a laboratory for experimenting with new instructional formats, and bring these new teaching methods back to their departmental classrooms. (p. 30)

Research to Inform Freshman Seminar Programming

The past 30 years have witnessed a growth in the student development profession and the emergence of substantive research on college student development. In the years since 1960, social scientists from a number of specific disciplines have provided essential information about why students do or do not succeed in the college environment and what characteristics of students and/or institutions enhance or detract from that success.

This research and scholarship on college student characteristics, behavior, and development has provided a variety of theoretical windows through which to view the college experience as well as a comprehensive framework for freshman programming. For its theoretical underpinnings, the freshman seminar has relied primarily on research identifying factors that influence the success and retention of matriculated students.

Three interrelated factors which have emerged over and over as predictors of first-year student success are (a) a felt sense of community, (b) involvement of students in the total life of the institution, and (c) academic/social integration during the freshman year. The survey research that is the subject of this study has confirmed that the vast majority of freshman seminars have been intentionally designed with one or more of these factors as primary goals.

Community. Beginning in the 1960s, Nevitt Sanford and his colleagues at Stanford University began research on student development, alcohol use by students, and other topics which fell outside the interests of a single department (Sanford, 1969). In his classic, *Where Colleges Fail*, Sanford (1969) argued that colleges fail whenever they treat the student as less than a whole person; that learning depends on the whole personality, not merely intelligence. Not only are students often treated in a piecemeal fashion. Sanford also maintained that institutions themselves lack "coherence." He foreshadowed the later research of Astin (1977a) and Boyer (1989) by calling for "involvement" of students themselves and also of faculty in the lives of students. In the following statement, Sanford also despaired over what he considered the loss of institutional "community":

> It is fair to say that in most of our universities—and in many of our liberal arts colleges—a majority of the students suffer from a lack of a sense of community, confusion about values, a lack of intimate friends, a very tenuous sense of self (including serious doubt about their personal worth), and the absence of a great cause, movement, service, religion, belief system, or anything else that they might see as larger than themselves and in which they could become deeply involved. (Sanford, 1988, p. 3)

In his recent investigations of undergraduate education, Ernest Boyer (1987, 1990) also found that "new [college] students have little sense of being inducted into a community whose structure, privileges, and responsibilities have been evolving for almost a millennium" (1987, p. 43). He stated that "a successful freshman-year program will convince students that they are part of an intellectually vital, caring community... and the spirit of community will be sustained by a climate on the campus where personal relationships are prized, where integrity is the hallmark of discourse, and where people speak and listen carefully to each other" (1987, p. 57).

Involvement. The correlation between student involvement and improved success/retention has been documented and researched by many educators, most notably Alexander Astin and Robert Pace. Astin (1984) offered the following definition of involvement which "is neither mysterious or esoteric":

> Quite simply, student involvement refers to the amount of physical and psychological energy that the student devotes to the academic experience. Thus a

> highly involved student is one who, for example, devotes considerable energy to studying, spends much time on campus, participates actively in student organizations, and interacts frequently with faculty members and other students. (Astin, 1984, p. 297)

Astin (1984) and Pace (1984) maintained that "the amount of student learning and personal development . . . is directly proportional to the quality and quantity of student involvement." Astin also found that highly involved students "who interact frequently with faculty" (Astin, 1977a, p. 223) are more satisfied with the college experience than those who do not. In his longitudinal study of college dropouts, Astin (1977b) discovered that

> virtually every significant effect on student persistence could be explained in terms of the involvement concept. Every positive factor was one that would be likely to increase student involvement in the undergraduate experience, while every negative factor was one that would be likely to reduce involvement. (p. 145)

In their large scale research of institutions rich in opportunities for involvement in out-of-class learning, Kuh, Schuh, Whitt and their colleagues (1991) offered case studies of colleges and universities where involvement is an explicit component of the institutional culture. Such institutions were cited for encouraging development of the whole person and "blurring in-class and out-of-class learning" (p. 142). Many freshman seminars exist to bridge the gap between the curriculum and co-curriculum and to facilitate student involvement in all aspects of campus life.

Social and academic integration. The importance of student social and academic integration into college life has been a central tenet of Vincent Tinto's research on student departure. Using as a framework the work of the Dutch anthropologist, Arnold Van Gennep (1960), Tinto identified stages in the "rite of passage" into the first college year. The first stage, separation, is characterized by a decline in interactions with members of a former group. The second stage, transition, is a period during which the individual begins to interact with members of the new group. In this stage, persons learn the knowledge and skills necessary to function in the new group. The final stage, incorporation, may be marked by rituals or ceremonies which certify membership (Tinto, 1988). Tinto maintained that during the freshman year, students may feel a sense of normlessness. "Having given up the norms and beliefs of past associations and not yet having adopted those appropriate to membership in a new community, the individual is left in a state of at least temporary anomie" (1988, pp. 442-443).

Tinto (1988) argued that social interactions are the primary vehicle through which new students become integrated into college life. But confounding this process is the lack of sufficient formal mechanisms that assure social interactions with other students and faculty. He stated:

> Institutional policies must be particularly sensitive to the separation and transitional difficulties new students face in attempting to make the "jump" to college. Most orientation programs are only partially successful in this regard, for they frequently fail to provide the long-term. . . assistance new students require. . .Orientation programs should span the first six weeks of the first year, if not the first semester. . . Orientation programs are most effective when they stress forms of contact and mentorship that enable new students to become competent members of academic and social communities of the college. (pp. 451-452)

In their research into students' social and academic integration following a traditional orientation experience, Pascarella, Terenzini, and Wolfle (1986) concluded that "orientation might be more effectively conceived as an institution's ongoing attempt to enhance students' successful integration into the campus academic and social systems throughout the freshman year" (p. 172). Although a two-day orientation was shown to have positive indirect effects on persistence, these researchers argued that direct positive effects could only be expected to come from an orientation experience of longer duration. Even as early as 1968, noted educators were calling for "freshman orientation. . .as a whole year of acculturation to an entirely new and exciting activity. . .a year of integrating the pursuit of knowledge with the search for identity and intimacy (Committee on the Student in Higher Education, 1968, p. 61).

Tinto's views on the importance of academic and social integration have been validated by numbers of other campus-specific studies. One of the most significant of these studies (Fidler, 1991) is the report of a 17-year investigation of the freshman seminar (University 101) at the University of South Carolina. Fidler found not only a significant relationship between participation in University 101 and freshman-to-sophomore retention, but also that the most significant variables in the course were "process" variables; that is, "University 101 participants are more likely than non-participants to achieve strong relationships with faculty. . . which reflects greater social integration" (p. 34).

Research on student behavior and development during the college years, and especially during the freshman year, has demonstrated that by implementing programs that increase a sense of community, student involvement, and academic/social integration of students, institutions can make a difference in the likelihood of new student success. With that information in hand, colleges and universities have sought structures, such as the freshman seminar, within which to accomplish these objectives.

Conclusion

Frederick Rudolph (1977) stated that "the curriculum has been an arena in which the dimensions of American culture have been measured. It has

been one of those places where we have told ourselves who we are. It is important territory" (p. 1). Throughout the history of American higher education, the curriculum has reflected the needs and values of a changing and growing society. But every significant change has been accompanied by resistance from successive generations of academe's guardians of tradition.

As a variously defined classroom structure to meet the specific and changing needs of first-year college students, the freshman seminar represents a popular reform; and as many such reforms, it has grown slowly but persistently, from the bottom up, with little accompanying fanfare. Campus by campus, institutions have chosen the freshman seminar as a systematic way to provide a kinder, gentler introduction to college life, to give students essential information for their future academic and personal success, and to join content and process— specifically the process of creating essential connections between students, faculty, and the larger campus community.

This reform, like others before it, has seen its share of resistance from those such as Mayhew, Ford, and Hubbard (1990), who believe that "there should be some limit as to how much effort an institution should expend on individual students" (p. 101). But this research shows that, in spite of inevitable resistance, many American colleges and universities have chosen to redefine the limits of their responsibility to first-year students through the implementation of a freshman seminar.

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Chapter Three

Survey Results and Analyses

This chapter is organized to present data generated by the National Survey of Freshman Seminar Programming in tabular form. Data are presented on the responding institutions with respect to the key variables and on characteristics of freshman seminars within these institutions.

Description of Respondents by Key Variables

Of the 2,460 institutions surveyed in Fall 1991, responses were received from 1,064 for a response rate of 43%. The key variables in this research are (a) type of institution (two- or four-year); (b) level of enrollment; and (c) type of seminar. Table 1 presents the number and percentage of responding institutions by type of institution and level of enrollment. Table 2 presents the number and percentage of responding institutions with freshman seminars by seminar type. Based on computed z scores, responding institutions are highly representative of American colleges and universities with respect to institution type and level of enrollment.

Description of Freshman Seminars

The survey instrument asked a number of questions about the characteristics of freshman seminar courses with respect to goals, topics, a variety of structural features, instruction, administration, evaluation, longevity, and overall campus support. In most cases, data on a specific seminar characteristic are presented for all institutions, by type of institution, by size of institution, and by type of freshman seminar. Chi-square analyses were performed to determine the significance of differences.

Seminar Goals and Topics *(For these variables, data analyses were not performed by type of institution or level of enrollment.)*

Course Goals - Across All Institutions

Survey respondents identified 21 discrete freshman seminar goals. Table 3 presents goals reported by at least 25 institutions in descending order of their frequency.

Table 1
Description of Respondents by Type of Institution and Level of Enrollment (N=1064)

Type Institution	Number	Percentage
Two-year	355	33.4
Four-year	707	66.6
Enrollment Level		
under 1,000	244	23.0
1,001 - 5,000	507	47.8
5,001 - 10,000	151	14.2
over 10,000	159	15.0

Table 2
Description of Respondents by Type of Seminar (N=696)

Type of Seminar	Number	Percentage
Extended orientation	494	71.0
Academic (common content)	84	12.1
Academic (variable content)	49	7.0
Basic study skills	42	6.0
Professional*	10	1.4
Other*	17	2.4

*Not included in data analyses due to small numbers.

Table 3

Course Goals Across All Institutions (N = 696)

Goal	Frequency
Develop academic skills	356
Provide knowledge of campus resources	209
Ease transition from high school to college	192
Increase likelihood of college success	183
Develop major and career plans	174
Provide opportunity for interaction with faculty	123
Develop student support groups	96
Help students feel connected to institution	89
Introduce the purpose of higher education	89
Increase retention	85
Provide opportunity for student self-evaluation	85
Introduce general education/liberal arts	48
Create campus community	40
Provide common educational experience	29
Increase student involvement	29
Introduce disciplines	27
Develop values and ethics	26

Note. This list includes only goals reported by at least 25 institutions. Percentages were not calculated because all 696 institutions with freshman seminars did not answer this question.

Course Goals - By Type of Seminar

Table 4 presents the eight most frequently reported goals for each seminar type. The primary goal for each seminar, "develop academic skills" is implemented in a variety of ways depending upon entering students' academic abilities and desired course outcomes.

Table 4

Course Goals by Type of Freshman Seminar in Descending Order of Frequency

Seminar Type			
Extended Orientation (n = 494)	Common Academic Content (n = 84)	Various Academic Content (n = 49)	Basic Study Skills (n = 42)
Develop academic skills (229)	Develop academic skills (60)	Develop academic skills (28)	Develop academic skills (31)
Provide knowledge of campus resources (187)	Introduce general/liberal arts education (27)	Provide opportunity for interaction with faculty (16)	Increase likelihood of college success (15)
Ease transition from high school to college (164)	Ease transition from high school to college (13)	Provide common educational experience (10)	Ease transition from high school to college (7)
Develop major and career plans (152)	Provide common educational experience (12)	Improve academic advising (9)	Provide opportunity for student self-evaluation (7)
Increase likelihood of college success (148)	Increase likelihood of college success (10)	Introduce the purpose of higher education (9)	Provide knowledge of campus resources (7)
Provide opportunity for student self-evaluation (98)	Introduce the purpose of higher education (10)	Introduce general education (8)	Increase retention (5)
Develop a student support group (81)	Introduce the disciplines (10)	Introduce the disciplines (8)	Develop major and career plans (4)
Help students feel connected to institution (76)	Provide opportunity for student self-evaluation (10)	Provide opportunity for student self-evaluation (8)	Improve academic advising (2)

Note. For each seminar type, the table includes only the top eight of 21 reported goals. Percentages were not calculated because all responding institutions did not answer this question.

Topics - Across All Institutions

Table 5 presents topics reported by at least 40 institutions. As the development of academic skills is the most commonly reported goal for freshman seminars in general, so basic study skills is the most common topic. The second most popular topic, time management, is often a prerequisite to the development and/or improvement of academic skills.

Table 5
Topics Across All Institutions ($N = 612$)

Subject	Frequency
Basic study skills	388
Time management	246
Campus facilities and resources	166
Wellness (alcohol/drug abuse, STDs, nutrition)	131
Relationship issues (roommates, dating, date rape)	116
Self knowledge/awareness/discipline/evaluation	113
Campus rules and regulations	110
Cultural diversity	88
Critical thinking and writing	78
Goal setting	71
Using the library	62
Liberal arts/general education	56
Purpose of higher education	55
Values clarification	53
History and mission of institution	48
Current societal issues	45

Note. This list includes only goals reported by at least 40 institutions. Percentages were not calculated because all institutions with freshman seminars did not answer this question.

Topics - By Type of Seminar

Responding institutions reported a total of 26 topics which comprise the content of the freshman seminar. Table 6 presents the top 10 topics by seminar type in descending order of frequency for the three seminar types which have common content across sections.

Table 6
Topics by Type of Seminar

Seminar Type		
Extended Orientation (n = 494)	Common Academic Content (n = 84)	Basic Study Skills (n = 42)
Basic study skills (336)	Liberal arts/general education (25)	Basic study skills (32)
Time management (209)	Cultural diversity (25)	Time management (26)
Campus facilities and resources (155)	Critical thinking and writing (20)	Critical thinking and writing (7)
Wellness (alcohol/drug abuse, STDs, nutrition) (120)	Current societal issues (20)	Self knowledge/awareness/ discipline/evaluation (7)
Campus rules/regulations (105)	Basic study skills (14)	Using the library (7)
Relationships-includes date rape (104)	Classic books (14)	Goal setting (5)
Self knowledge/awareness/ discipline/evaluation (92)	Disciplinary ways of thinking (13)	Relationship issues-includes date rape (4)
Goal setting (63)	Purpose of higher education (13)	Wellness (3)
Using the library (47)	Values clarification (12)	Campus facil./resources (2)
History and mission of institution (42)	Self knowledge/awareness/dis-cipline/evaluation (12)	Oral communication (1)

Note. This table lists the 10 most frequently reported topics for the three freshman seminar types with common content across sections. Percentages were not calculated because all respondents did not answer this question.

Maximum Class Enrollment

Maximum Class Enrollment - Across All Institutions

Just over two-thirds of institutions (68.1%) offering a freshman seminar set a maximum class size of 25 students or less. An additional 20.5% set the class size between 26-40 (Table 7).

Table 7
Maximum Class Enrollment Across All Institutions (N = 669)

Maximum Class Enrollment	Number	Percentage
Fewer than 16 (< 16)	108	16.1%
16-25	348	52.0%
26-40	137	20.5%
More than 40 (> 40)	76	11.4%

Maximum Class Enrollment - By Type of Institution

Four-year institutions are more likely than two-year institutions to limit seminar section enrollments to 25 or fewer. Students taking the seminar at two-year campuses are more likely to experience class enrollments of over 25 (Table 8).

Table 8
Maximum Class Enrollment by Type of Institution (N = 669)

	Class Enrollment			
Type Institution	< 16	16-25	26-40	> 40
Two-year	5.4%	44.4%	31.6%	18.7%
Four-year	20.3%	55.0%	16.2%	8.5%

$p < .001$

Maximum Class Enrollment - By Level of Enrollment

Small institutions (under 1,000 students) are more likely than larger colleges and universities to limit seminar enrollments to 15 or fewer students. Small institutions are just as likely as large campuses to offer seminars with class enrollments in excess of 40. Institutions enrolling more than 5,000 students are not as likely to limit class enrollments to 15 or fewer (Table 9).

Maximum Class Enrollment - By Type of Seminar

The most common maximum class enrollment for all seminar types was 16-25 students. However, extended orientation courses were more likely than other seminar types to enroll over 25 students. Academic seminars in general were more likely to be restricted to small numbers of students (Table 10).

Table 9
Maximum Class Enrollment by Level of Enrollment (N = 668)

	Class Enrollment			
Institutional Enrollment	< 16	16-25	26-40	> 40
Under 1,000	24.0%	43.8%	18.5%	13.7%
1,001 - 5,000	16.8%	54.0%	19.8%	9.5%
5,001 - 10,000	11.4%	50.0%	26.1%	12.5%
Over 10,000	7.5%	58.5%	20.8%	13.2%

$p < .01$

Table 10
Maximum Class Enrollment by Type of Seminar (N = 643)

	Class Enrollment			
Seminar Type	< 16	16-25	26-40	> 40
Extended Orientation	12.1%	50.9%	21.8%	15.3%
Academic (common content)	29.3%	52.4%	15.9%	2.4%
Academic (variable content)	41.7%	56.3%	2.1%	0.0%
Basic Study Skills	4.9%	61.0%	34.2%	0.0%

$p < .001$

Method of Grading

Method of Grading - Across All Institutions

Slightly over two-thirds of institutions offering a freshman seminar provide a letter grade (68.1%). The remaining institutions provide pass/fail, satisfactory/unsatisfactory grading or no grade (i.e., Hampshire College).

Method of Grading - By Type of Institution

A majority of both two- and four-year institutions grade seminars with a letter grade (Table 11). Four-year institutions are more likely, however, to grade the seminar pass/fail.

Table 11
Method of Grading by Type of Institution (N = 675)

	Grading Method	
Type Institution	Pass/Fail	Letter Grade
Two-year	25.4%	74.6%
Four-year	34.3%	65.7%

$p < .05$

Method of Grading - By Level of Enrollment

There are no significant differences in grading practices by level of enrollment. Institutions in the 1,001 - 5,000 student range are somewhat less likely to grade the freshman seminar pass/fail than are institutions of other enrollment levels (Table 12).

Table 12
Method of Grading by Level of Enrollment (N = 674)

	Grading Method	
Level of Enrollment	Pass/Fail	Letter Grade
Under 1,000	35.1%	64.9%
1,001 - 5,000	27.8%	72.2%
5,001 - 10,000	39.3%	60.7%
Over 10,000	33.0%	67.0%

p = ns

Method of Grading - By Type of Seminar

A clear majority of all freshman seminars, irrespective of type, are graded by a letter grade. However, the percentage of letter-graded courses is highest for the academic seminars. Table 13 shows that the extended orientation seminar is more likely than other types to be graded pass/fail--a fact probably related to the greater proportion of non-traditional content contained in such seminars (e.g., survival skills, orientation to services, etc.).

Table 13
Method of Grading by Type of Seminar (N = 648)

	Grading Method	
Seminar Type	Pass/Fail	Letter Grade
Extended orientation	36.0%	64.0%
Academic (common content)	20.7%	79.3%
Academic (variable content)	14.9%	85.1%
Basic study skills	25.6%	74.4%

$p < .001$

Freshman Seminar as a Required Course

Freshman Seminar as a Required Course - Across All Institutions

Nearly 45% of institutions with freshman seminars require all freshmen to take the freshman seminar. An additional 26.8% require some selected freshmen to take the course. Thus over 70% of institutions require some or all freshmen to enroll in the freshman seminar. Complete results are shown in Table 14.

Table 14
Freshman Seminar as a Required Course Across All Institutions (N = 691)

	Institutions Reporting	
Seminar Required of	Number	Percentage
All students	310	44.9%
Some students	185	26.8%
No students	196	28.4%

Freshman Seminar as a Required Course - By Type of Institution

Four-year institutions are more likely than two-year institutions to require the seminar for all freshmen. Two-year campuses are somewhat more likely to require the course of some students or not require the course of any students (Table 15).

Table 15
Freshman Seminar as a Required Course by Type of Institution (N = 691)

	Seminar Required of		
Type Institution	All Students	Some Students	No Students
Two-year	35.8%	30.6%	33.7%
Four-year	48.4%	25.3%	26.3%

$p < .05$

Freshman Seminar as a Required Course - By Level of Enrollment

There is a clear relationship between size of a campus and the extent to which the seminar is required of freshmen. The larger the campus, the less likely it is to require the course. Over 70% of institutions with enrollments under 1,000 require students to take the freshman seminar, while nearly 60% of institutions over 10,000 do not require any freshmen to enroll (Table 16).

Table 16
Freshman Seminar as a Required Course by Level of Enrollment (N = 690)

	Seminar Required of		
Level of Enrollment	All Students	Some Students	No Students
Under 1,000	70.3%	20.0%	9.7%
1,001 - 5,000	46.9%	27.9%	25.2%
5,001 - 10,000	31.0%	29.9%	39.1%
Over 10,000	12.1%	30.8%	57.0%

$p < .001$

Freshman Seminar as a Required Course - By Type of Seminar

The freshman seminar type most often required for all students is the academic seminar with common content across all sections. This finding was expected since this seminar type is often the centerpiece of a core curriculum. The seminar type most likely to be required for some students is the basic study skills seminar. Additional survey findings indicate that students required to take such a seminar are almost always those with acknowledged academic deficiencies. The seminar type most likely to be an elective for all students is the academic seminar with content that varies by section (Table 17).

Table 17
Freshman Seminar as a Required Course by Type of Seminar (N = 664)

Seminar Type	All Students	Seminar Required of Some Students	No Students
Extended orientation	45.2%	27.0%	27.8%
Academic (common content)	65.5%	21.4%	13.1%
Academic (variable content)	28.6%	10.2%	61.2%
Basic study skills	11.9%	57.1%	31.0%

$p < .001$

Academic Credit Applicable To Graduation

Academic Credit Applicable Towards Graduation - Across All Institutions

The vast majority of institutions (85.6%) allow freshman seminar credit to count towards graduation requirements. Table 18 presents the data.

Table 18
Academic Credit Applicable to Graduation Across All Institutions (N = 689)

Academic Credit	Institutions Reporting Number	Percentage
Yes	590	85.6%
No	99	14.4%

Academic Credit Applicable To Graduation - By Type of Institution

Freshman seminars at large percentages of both two-year and four-year institutions carry academic credit towards graduation. Four-year campuses tend to award credit more frequently than do two-year campuses (Table 19).

Table 19
Academic Credit Applicable to Graduation by Type of Institution (N = 689)

Type Institution	Credit For Seminar Yes	No
Two-year	81.3%	18.7%
Four-year	87.3%	12.7%

$p < .05$

Academic Credit Applicable To Graduation - By Level of Enrollment

Table 20 shows how institutions award academic credit for the freshman seminar by enrollment level. Although there are no significant differences by enrollment levels, smaller institutions (under 5,000 enrolled) appear somewhat more likely to award credit.

Table 20
Academic Credit Applicable to Graduation by Level of Enrollment (N = 688)

	Credit For Seminar	
Level of Enrollment	Yes	No
Under 1,000	87.7%	12.3%
1,001 - 5,000	87.0%	13.0%
5,001 - 10,000	81.8%	18.2%
Over 10,000	81.3%	18.7%

p = ns

Academic Credit Applicable To Graduation - By Type of Seminar

Although the overwhelming majority of all freshman seminars carry academic credit, basic study skills seminars (often considered remedial courses) are less likely than other seminar types to count towards graduation. About one in three basic study skills seminars is offered for no credit (Table 21).

Table 21
Academic Credit Applicable to Graduation by Type of Seminar (N = 662)

	Credit For Seminar	
Seminar Type	Yes	No
Extended orientation	84.1%	16.0%
Academic (common content)	97.6%	2.4%
Academic (variable content)	98.0%	2.0%
basic study skills	65.9%	34.1%

$p < .001$

Amount of Academic Credit

Amount of Credit - Across All Institutions

The typical freshman seminar today is offered for one semester hour of credit. Nearly 45% of all seminars are offered on this basis. The three semester hour freshman seminar is the next most common (19.2%). Table 22 reports the data from all respondents.

Table 22
Amount of Credit Across All Institutions (N = 594)

	Institutions Reporting	
Amount of Credit Awarded	Number	Percentage
1 semester hour	266	44.8%
2 semester hours	78	13.1%
3 semester hours	114	19.2%
More than 3 semester hours	36	6.1%
Quarter hours	66	11.1%
Other	34	5.7%

Amount of Credit - By Type of Institution

The one semester hour credit model was the most frequently reported for both two-year and four-year institutions. Two-year campuses are more likely to offer the course for quarter hours credit while four-year campuses are more likely to offer the course for two semester hours credit and for other credit amounts (Table 23).

Table 23
Amount of Credit by Type of Institution (N = 594)

	Amount of Credit Awarded					
Type Institution	1 sem hr	2 sem hrs	3 sem hrs	3+ sem hrs	Qtr hrs	Other
Two-year	47.5%	8.2%	20.9%	0.6%	19.6%	3.2%
Four-year	43.8%	14.9%	18.6%	8.0%	8.0%	6.7%

$p < .001$

Amount of Credit - By Level of Enrollment

The one semester hour credit seminar is typical on campuses of all sizes. Three semester hour courses are more prevalent on campuses with over 5,000 students. Table 24 shows the results for all levels of enrollment.

Table 24
Amount of Credit by Level of Enrollment (N = 593)

	Amount of Credit Awarded					
Level of Enrollment	1 sem hr	2 sem hrs	3 sem hrs	3+ sem hrs	Qtr hrs	Other
Under 1,000	51.1%	15.3%	16.8%	5.8%	7.3%	3.7%
1,001 - 5,000	43.5%	12.2%	15.0%	8.5%	14.0%	6.8%
5,001 - 10,000	41.9%	12.2%	28.4%	2.7%	9.5%	5.4%
Over 10,000	40.9%	13.6%	29.5%	1.1%	9.1%	5.7%

$p < .05$
Note: Because of small cell sizes, chi-square may not be a valid test.

Amount of Credit - By Type of Seminar

Over 50% of extended orientation seminars carry one semester hour of credit (Table 25). Academic seminars with common content are more likely to carry three semester hours of credit. Seminars that carry more than three semester hours of credit are typically academic seminars and frequently comprise two semesters.

Table 25
Amount of Credit by Type of Seminar (N = 570)

	Amount of Credit Awarded					
Seminar Type	1 sem hr	2 sem hrs	3 sem hrs	3+ sem hrs	Qtr hrs	Other
Extended orientation	54.2%	15.4%	14.9%	0.2%	12.8%	2.4%
Academic (common content)	22.5%	3.8%	33.8%	21.3%	10.0%	8.8%
Academic (variable content)	8.5%	4.3%	21.3%	29.8%	2.1%	34.0%
Basic study skills	39.3%	28.6%	28.6%	0.0%	3.6%	0.0%

$p < .001$
Note: Because of small cell sizes, chi-square may not be a valid test.

Actual findings for this question are consistent with those expected. As the level of freshman seminars moves on a continuum from remedial to advanced, and as content moves from orientation to traditional academic content, numbers of credit hours carried by those courses increase.

Application of Academic Credits

Application of Credits - Across All Institutions

Table 26 indicates survey findings on how freshman seminar credits are applied to various credit categories (i.e., core requirements, general education, major requirements, electives, and other). These findings are consistent with the most common role of the freshman seminar as an add-on course which does not "belong" to a specific discipline or major. Thus, over 45% of institutions apply credit as an elective. Of note is the fact that nearly 20% are considered "core" courses, which indicates that they are required of all students and perceived to be central to the institution's curriculum. Seminar credits seldom meet major requirements.

Table 26
Application of Credits Across All Institutions (N=592)

	Institutions Reporting	
How Credits Applied	Number	Percentage
Core requirements	115	19.4%
General education	170	28.7%
Elective	269	45.4%
Major requirement	14	2.4%
Other	24	4.1%

Application of Credits - By Type of Institution

Both two- and four- year campuses apply credits for the seminar to the same credit categories. Four-year institutions are more likely to credit the seminar as a core requirement or general education requirement, while two-year institutions are more apt to count the course as an elective (Table 27).

Application of Credits - By Level of Enrollment

In general, a direct or inverse relationship exists between the three most typical application categories and level of enrollment. The elective credit model is more

frequently used as campus size increases, while core and general education applications generally decrease in frequency as campus size increases (Table 28).

Table 27
Application of Credits by Type of Institution (N = 592)

Type Institution	Credits Applied As				
	Core	General Ed	Elective	Major	Other
Two-year	12.5%	25.0%	55.0%	1.9%	5.6%
Four-year	22.0%	30.1%	41.9%	2.6%	3.5%

$p < .05$

Table 28
Application of Credits by Level of Enrollment (N = 591)

Level of Enrollment	Credits Applied As				
	Core	General Ed	Elective	Major	Other
Under 1,000	29.9%	34.3%	31.3%	0.8%	3.7%
1,001 - 5,000	18.8%	32.2%	42.8%	2.7%	3.4%
5,001 - 10,000	18.7%	21.3%	50.7%	5.3%	4.0%
Over 10,000	5.6%	15.6%	71.1%	1.1%	6.7%

$p < .001$

Application of Credits - By Type of Seminar

The clear majority of credit-bearing extended orientation and basic study skills seminars carry elective credit. Academic seminars with common content are generally either part of a core requirement or carry general education credit. Academic seminars with variable content are most likely to carry either general education or elective credit. As noted above, few seminars of any type count toward requirements for the major (Table 29).

Special Seminar Sections for Student Sub-Populations

Special Sections - Across All Institutions

According to Table 30, small numbers of institutions provide special sections of the freshman seminar for various sub-populations of students. Special sections are offered most frequently for high-risk students (12.8%), adults (12.5%), students within specific majors (7.5%), and honors students (7.1%).

Table 29
Application of Credits by Type of Seminar (N = 568)

	Credits Applied As				
Seminar Type	Core	General Ed	Elective	Major	Other
Extended orientation	15.7%	26.2%	52.3%	1.0%	4.8%
Academic (common)	34.6%	45.7%	14.8%	4.9%	0.0%
Academic (variable)	19.6%	37.0%	32.6%	4.4%	6.5%
Basic study skills	10.7%	10.7%	75.0%	0.0%	3.6%

$p < .001$

Table 30
Special Sections Across All Institutions (N = 695)

	Institutions Reporting	
Student Sub-Population	Number	Percentage
High-risk students	89	12.8%
Adults	87	12.5%
Students within specific major	52	7.5%
Honors students	49	7.1%
Other	37	5.3%
Undecided students	32	4.6%
International students	32	4.6%
Minority students	28	4.0%
Athletes	27	3.9%
Handicapped students	22	3.2%
Women	17	2.4%
Students in particular residence hall	16	2.3%
Commuting students	14	2.0%
Incarcerated students	7	1.0%

Special Sections - By Type of Institution and Level of Enrollment

Because of the relatively small numbers of institutions offering special sections of the freshman seminar and the large number of sub-populations cited, many chi-square analyses were subject to small cell sizes. However, there is evidence that two-year institutions are more apt than four-year to offer sections for handicapped and women students. Four-year campuses are more likely to offer sections for honors students. Larger institutions (over 5,000 students) are more likely to offer special seminar sections for high-risk, honors, undecided, and minority students, and for athletes.

Seminar Instruction

Teaching Responsibility - Across All Institutions

Across all colleges and universities, faculty are used most frequently to teach the freshman seminar (84.5%). Faculty are supplemented on one out of every two campuses by student affairs professionals (50.8%) and by other campus administrators on every third campus (34.1%). Undergraduate and graduate students are used as freshman seminar instructors by fewer than one campus in ten (Table 31). Since survey respondents were asked to indicate all instructor categories in use on their campus, the categories are not mutually exclusive. Responses in the "other" category included adjunct faculty, alumni, trustees, and private citizens.

Table 31
Teaching Responsibility Across All Institutions (N = 695)

	Institutions Reporting	
Teaching Responsibility	Number	Percentage
Faculty (F)	587	84.5%
Student affairs professionals (SA)	353	50.8%
Other campus administrators (CA)	237	34.1%
Upper-level undergraduate students (UG)	56	8.1%
Graduate students (G)	29	4.2%
Other (O)	71	10.2%

Teaching Responsibility - By Type of Institution

Four-year institutions are more likely than two-year institutions to use faculty, other campus administrators, and students to teach the seminar. By contrast, two-year institutions are more likely to use student personnel professionals (Table 32).

Table 32
Teaching Responsibility by Type of Institution (N = 695)

	Teaching Responsibility					
Type Institution	F*** (n = 587)	SA** (n = 353)	CA* (n = 237)	UG*** (n = 56)	G** (n = 29)	O (n = 71)
Two-year	74.1%	61.1%	28.0%	1.6%	1.0%	11.4%
Four-year	88.5%	46.8%	36.5%	10.6%	5.4%	9.8%

*$p < .05$ **$p < .01$ ***$p < .001$

Teaching Responsibility - By Level of Enrollment

Very few differences exist in the utilization of instructor personnel by level of enrollment (Table 33). However, institutions with over 5,000 students enrolled are more likely to utilize graduate students as freshman seminar instructors. Presumably, larger institutions are more likely to offer graduate programs and have graduate students available for teaching or co-teaching responsibilities.

Table 33
Teaching Responsibility by Level of Enrollment (N = 694)

	Teaching Responsibility					
Enrollment Level	F (n = 586)	SA (n = 352)	CA (n = 236)	UG (n = 56)	G* (n = 29)	O (n = 71)
Under 1,000	90.3%	48.4%	32.3%	10.3%	0.7%	6.5%
1,001 - 5,000	81.6%	51.2%	33.9%	7.3%	2.1%	11.1%
5,001 - 10,000	80.9%	52.8%	30.3%	4.5%	9.0%	12.4%
Over 10,000	88.0%	50.9%	39.8%	10.2%	12.0%	11.1%

*$p < .001$

Teaching Responsibility - By Type of Seminar

Faculty teach the clear majority of all types of freshman seminars. Table 34 shows that student affairs professionals, other campus administrators, undergraduate and graduate students are more likely to teach an extended orientation seminar than other seminar types.

In analyzing this survey finding, it is noteworthy that a wide variety of personnel from faculty, to students, to alumni are used to teach the seminar. Perhaps no other college course utilizes as wide a variety of instructors as the freshman seminar.

Table 34
Teaching Responsibility by Type of Seminar (N = 667)

Type Seminar	Teaching Responsibility					
	F** (n = 561)	SA** (n = 342)	CA** (n = 231)	UG (n = 55)	G (n =28)	O* (n = 68)
Extended orientation	81.1%	63.0%	39.0%	9.8%	4.5%	11.4%
Academic (common content)	98.8%	22.6%	23.8%	6.0%	3.6%	6.0%
Academic (variable content)	100.0%	4.1%	18.4%	0.0%	0.0%	0.0%
Basic study skills	71.4%	26.2%	23.8%	4.8%	7.1%	16.7%

*$p < .05$ **$p < .001$

Role of Freshman Seminar Instructor as Academic Advisor

Role of Instructor as Academic Advisor - Across All Institutions

Respondents were asked to report the extent to which seminar instructors also serve as the academic advisor for students enrolled in the seminar. The majority (54.9%) do not serve in this dual role; about 45% reported that they serve as advisor either for all students or some students in their freshman seminar course. The results are shown in Table 35.

Role of Instructor as Academic Advisor - By Type of Institution

Freshman seminar instructors in four-year institutions are more likely to advise students than are those in two-year colleges (Table 36). This finding was especially evident for instructors who advise all students in their seminar section.

Table 35
Role of Instructor as Academic Advisor Across All Institutions (N = 687)

Instructor Serves as Advisor	Number	Percentage
Yes (all sections)	155	22.6%
Yes (some sections)	155	22.6%
No	377	54.9%

Table 36
Role of Instructor as Academic Advisor by Type of Institution (N = 687)

Type Institution	Advises All Students	Advises Some Students	Does Not Advise Students
Two-year	9.5%	27.0%	63.5%
Four-year	27.5%	20.9%	51.6%

$p < .001$

Role of Instructor as Academic Advisor - By Level of Enrollment

No differences were found in the use of freshman seminar instructors as academic advisors by institutional enrollment level, although there is a greater tendency for advisement of all students taught to be a responsibility of the freshman seminar instructor on campuses of fewer than 5,000 students (Table 37).

Table 37
Role of Instructor as Academic Advisor by Level of Enrollment (N=686)

Level of Enrollment	Advises All Students	Advises Some Students	Does Not Advise Students
Under 1,000	27.5%	20.3%	52.3%
1,001 - 5,000	24.4%	22.7%	52.9%
5,001 - 10,000	18.6%	23.3%	58.1%
Over 10,000	12.1%	25.2%	62.6%

p = ns

Role of Instructor as Academic Advisor - By Type of Seminar

Table 38 shows that only in academic seminars with variable content do the majority of instructors serve as academic advisors for all or some of their students. In about one of every three academic seminars, the instructor serves as academic advisor to all seminar students.

Table 38
Role of Instructor as Academic Advisor by Type of Seminar (N = 659)

Seminar Type	Advises All Students	Advises Some Students	Does Not Advise Students
Extended orientation	20.5%	22.7%	56.9%
Academic (common content)	32.5%	10.8%	56.6%
Academic (variable content)	34.7%	24.5%	40.8%
Basic study skills	7.9%	26.3%	65.8%

$p < .01$

Freshman Seminar Instructor Training

Instructor Training - Across All Institutions

Nearly three institutions in four (71.4%) offer training for freshman seminar instructors, and 46.7% require training for those teaching the seminar (Table 39).

Table 39
Instructor Training Across All Institutions

	Institutions Reporting	
Instructor Training	Number	Percentage
Instructor training offered ($N = 683$)	488	71.4%
Instructor training required ($N = 676$)	316	46.7%

Instructor Training - By Type of Institution

A majority of both two- and four-year institutions offer training for seminar instructors. Although one in two four-year schools require training, most two-year schools do not. Thus, four-year institutions are more likely to require training than two-year institutions (Table 40).

Table 40
Instructor Training by Type of Institution

	Offered (N = 683)		Required* (N = 676)	
Type Institution	Yes	No	Yes	No
Two-year	66.3%	33.7%	38.2%	61.8%
Four-year	73.5%	26.5%	50.1%	49.9%

*$p < .01$

Instructor Training - By Level of Enrollment

A majority of institutions at all levels of enrollment offer training for seminar instructors. Institutions with enrollment under 1,000 are less likely than larger institutions to offer training (Table 41). However, there are no differences in the extent to which institutions require seminar training by enrollment level.

Table 41
Instructor Training by Level of Enrollment

	Offered* (N = 682)		Required (N = 675)	
Level of Enrollment	Yes	No	Yes	No
Under 1,000	57.2%	42.8%	39.1%	60.9%
1,001 - 5,000	73.5%	26.5%	50.0%	50.0%
5,001 - 10,000	76.4%	23.6%	44.3%	55.7%
Over 10,000	81.0%	19.0%	49.0%	51.0%

*$p < .001$

Instructor Training - By Type of Seminar

Table 42 shows that in a majority of all seminar types, training is offered for seminar instructors. Training is most commonly offered for instructors of academic seminars with common content (81.7%) and extended orientation seminars (73.0%). Likewise, training is most often required for instructors of academic seminars with common content (66.3%) and extended orientation seminars (48.7%).

These findings indicate that as the content of a freshman seminar departs from a single discipline, the perceived necessity of instructor training increases. Academic seminars with common content are often interdisciplinary courses which focus on a single theme from a variety of perspectives. Such courses are generally designed by a faculty team, and anecdotal evidence indicates that faculty become involved in training designed to assist them in teaching an interdisciplinary course. Orientation seminars often address sensitive topics and campus issues about which faculty may have little prior knowledge. Finally, all instructors of freshman seminars in which attention to group process is a goal can likely benefit from extra help in methods of group facilitation.

Table 42
Instructor Training by Type of Seminar

Type Seminar	Offered* (N = 656) Yes	Offered* (N = 656) No	Required*(N = 649) Yes	Required*(N = 649) No
Extended orientation	73.0%	27.0%	48.7%	51.4%
Academic (common content)	81.7%	18.3%	66.3%	33.8%
Academic (variable content)	59.2%	40.8%	21.3%	78.7%
Basic study skills	52.5%	47.5%	29.3%	70.7%

*$p < .001$

Administrative Assignment of Seminar Teaching Load

Assignment of Seminar Teaching Load - Across All Institutions

Slightly more than half (51.9%) of institutions require faculty to teach the freshman seminar as part of their regular teaching load while about one in three institutions assigns the course as an overload course for faculty. Similarly, but to a lesser extent, institutions use administrators or other administrative staff to teach the seminar as part of assigned duties or as an extra responsibility (Table 43).

Assignment of Seminar Teaching Load - By Type of Institution

Two-year institutions are more apt than four-year institutions to assign the freshman seminar as part of a faculty member's regular teaching load or as part of a staff member's regular administrative load. Four-year campuses are more likely than two-year campuses to assign seminar teaching as an extra responsibility for administrators. The teaching of the seminar as part of a faculty member's regular load is the predominant practice followed at both levels. Faculty overload is the second most frequently reported mode at both levels (see Table 44).

Table 43
Assignment of Seminar Teaching Loads Across All Institutions (N = 694)

Teaching Load Assignment	Institutions Reporting Number	Percentage
Regular teaching load for faculty	360	51.9%
Overload course for faculty	253	36.5%
Assigned responsibility for administrative staff member	175	25.2%
Extra responsibility for administrative staff member	220	31.7%
Other	50	7.2%

Table 44
Assignment of Seminar Teaching Load by Type of Institution (N = 694)

	Teaching Load Assignment				
Type Institution	Reg Fac Load*	Fac Overload	Reg Admin Load**	Extra Admin Load*	Other
Two-year	58.9%	35.9%	33.3%	26.0%	6.3%
Four-year	49.2%	36.7%	22.1%	33.9%	7.6%

*$p < .05$ **$p < .01$

Assignment of Seminar Teaching Load - By Level of Enrollment

There are few differences among institutions by enrollment level except that larger institutions are more likely to assign seminar teaching to faculty on an overload basis (Table 45). Nearly 50% of institutions with enrollment over 10,000 follow this practice.

Table 45
Assignment of Seminar Teaching Load by Level of Enrollment (N = 693)

	Teaching Load Assignment				
Level of Enrollment	Reg Fac Load	Fac Overload*	Reg Admin Load	Extra Admin Load	Other
Under 1,000	50.7%	30.5%	27.9%	31.2%	6.5%
1,001 - 5,000	51.2%	34.2%	24.3%	31.3%	7.9%
5,001 - 10,000	61.8%	41.6%	22.5%	29.2%	4.5%
Over 10,000	47.2%	48.1%	26.9%	35.2%	8.3%

*$p < .05$

Assignment of Seminar Teaching Load - By Type of Seminar

Except for extended orientation seminars, the majority of all seminars are taught as part of the faculty member's regular load. Extended orientation seminars are just as apt to assign seminar teaching as a faculty overload. Academic seminars rely less on administrators to teach the seminar than do other types (Table 46).

Compensation For Teaching Freshman Seminar as an Overload or Extra Responsibility

Overload Compensation - Across All Institutions

The freshman seminar is taught as an overload or extra responsibility at 442 or 63% of reporting institutions. Of these, 308 or 69.7% reported that financial or other compensation is offered for teaching the freshman seminar.

Overload Compensation - By Type of Institution

There is no difference between two- and four-year institutions in the degree to which they provide compensation for teaching the freshman seminar as an overload or extra responsibility. Approximately 70% of institutions of both types reported that compensation is offered.

Overload Compensation - By Level of Enrollment

Similar to the findings by type of institution, colleges and universities do not differ by level of enrollment in their method of compensating seminar instructors for overload teaching. Institutions enrolling less than 1,000 students are somewhat less likely to award compensation (63.2%).

Overload Compensation - By Type of Seminar

As Table 47 indicates, there is no difference between types of seminars in the degree to which the freshman seminar instructor is compensated for a course that is an overload or extra responsibility. Academic seminars were somewhat more likely to award compensation.

Evaluation of Freshman Seminar Outcomes

Evaluation of Freshman Seminar Outcomes - Across All Institutions

The outcome measured most frequently by respondents is student opinion of/ satisfaction with course/instructor. It is assumed that this outcome is measured by routine end-of-course evaluations. Other types of outcomes evaluated most

Table 46

Assignment of Seminar Teaching Load by Type of Seminar (N = 666)

	Teaching Load Assignment				
Seminar Type	Reg Fac Load* (n = 343)	Fac Overload* (n = 248)	Reg Admn Load* (n = 170)	Extra Admn Load* (n = 212)	Other (n = 80)
Extended orientation	42.7%	42.5%	30.1%	37.8%	7.3%
Academic (common content)	83.3%	25.0%	9.5%	13.1%	2.4%
Academic (variable content)	77.6%	20.4%	4.1%	8.2%	10.2%
Basic study skills	61.0%	19.5%	29.3%	26.8%	7.3%

*p<.001

Table 47

Overload Compensation by Type of Seminar (N=424)

Seminar Type	Overload Compensation
Extended orientation	68.8%
Academic (common content)	77.8%
Academic (variable content)	75.0%
Basic study skills	55.0%

p = ns

often in freshman seminar programs are persistence to sophomore year, content knowledge, and persistence to graduation. No other measures were reported by more than 17% of respondents. The complete list of outcomes evaluated is shown in Table 48.

Table 48
Evaluation of Freshman Seminar Outcomes Across All Institutions (N = 694)

	Institutions Reporting	
Outcome Evaluated	Number	Percentage
Student opinions of or satisfaction with course/instructor	462	66.6%
Persistence to sophomore year	300	43.2%
Content knowledge	247	35.6%
Persistence to graduation	203	29.3%
Student use of campus services	117	16.9%
Student participation in campus activities	112	16.1%
Friendships among seminar classmates	74	10.7%
Out-of-class interaction with faculty	73	10.5%
Other	48	6.9%

Evaluation of Freshman Seminar Outcomes - By Type of Institution

Four-year institutions evaluate seminar outcomes more frequently than two-year institutions for all types of outcomes except content knowledge and student use of campus services. Student opinions/satisfaction, sophomore year persistence, and content knowledge are most evaluated by four-year institutions in that order. The ranking is similar on two-year campuses except for content knowledge which is the second most evaluated outcome (Table 49).

Evaluation of Freshman Seminar Outcomes - By Level of Enrollment

There were no differences reported in the degree to which outcomes are formally evaluated by level of enrollment. There is a tendency for greater numbers of large institutions (over 10,000) to evaluate "other" outcomes (Table 50).

Table 49
Evaluation of Freshman Seminar Outcomes by Type of Institution (N = 694)

Institution Type	Outcomes Evaluated: Student Opinion **	Persist to Soph Yr **	Content Knowledge	Persist to Grad **	Use of Services	Participate in Services*	Interaction with Faculty**	Friendships*	Other*
Two-year	57.3%	32.8%	35.9%	19.8%	15.6%	11.5%	3.7%	5.7%	3.7%
Four-year	70.5%	47.2%	35.5%	32.9%	17.3%	17.9%	13.2%	12.6%	8.2%

*$p < .05$ **$p < .001$

Table 50
Evaluation of Freshman Seminar Outcomes by Level of Enrollment (N = 693)

Level of Enrollment	Outcomes Evaluated: Student Opinion	Persist to Soph Yr	Content Knowledge	Persist to Grad	Use of Services	Participate in Services	Interaction with Faculty	Friendships	Other
Under 1,000	66.2%	41.6%	33.8%	31.8%	20.1%	16.9%	9.1%	7.1%	5.2%
1,001 - 5,000	65.8%	45.3%	36.4%	28.7%	16.4%	17.3%	12.9%	12.0%	6.1%
5,001 - 10,000	68.5%	43.8%	32.6%	29.2%	16.9%	13.5%	4.5%	9.0%	5.6%
Over 10,000	67.6%	38.9%	38.9%	27.8%	13.0%	13.9%	10.2%	13.9%	13.0%

p = ns

Evaluation of Freshman Seminar Outcomes - By Type of Seminar

Significant differences were observed among types of seminars on five outcomes (Table 51). Academic seminars (common content) evaluate student opinion/ satisfaction and content knowledge most while academic seminars (variable content) evaluate faculty interactions and "other" variables most. Participation in campus activities is evaluated most by extended orientation seminars. No differences were noted among seminar types on evaluation of persistence variables.

Longevity of the Freshman Seminar

Longevity of the Freshman Seminar - Across All Institutions

Table 52 presents percentages of institutions reporting various lengths of time the freshman seminar has been offered. The responses range from 1 year (n = 73) to 75 years (n = 1). Responses indicate that the freshman seminar is a recent addition on many campuses. It is noteworthy that nearly one seminar in four was begun in the last two years. Approximately one in two are just four years old, and three in four were begun in the past nine years.

Longevity of the Freshman Seminar - By Type of Institution

No differences in longevity exist among two- and four-year institutions (Table 53). A majority of the freshman seminars in both two- and four-year institutions have been in existence for five years or less.

Longevity of the Freshman Seminar - By Level of Enrollment

There are few differences in freshman seminar longevity when institutions are examined by level of enrollment. Table 54 shows that seminars offered for less than three years are more likely to be found on small campuses (under 1,000 students). Seminars established for over 20 years are more likely to be found on campuses with enrollments between 5,001 and 10,000.

Longevity of the Freshmen Seminar - By Type of Seminar

As Table 55 indicates, there are no differences between seminar types in terms of longevity. Most seminars in all categories are products of the last ten years. Only 17.4% of extended orientation seminars, 26.4% of both academic seminar types, and 9.8% of basic study skills seminars have been offered for more than ten years.

Table 51
Evaluation of Freshman Seminar Outcomes by Type of Seminar (N = 666)

	Outcomes Evaluated								
Seminar Type	Student Opinion*	Persist to Soph Yr	Content Knowledge*	Persist to to Grad	Use of Services	Participate in Services*	Interaction with Faculty*	Friendships	Other**
Extended orientation	66.7%	45.3%	34.8%	29.3%	18.1%	18.1%	10.2%	10.2%	5.1%
Academic (common content)	75.0%	33.3%	51.2%	29.8%	10.7%	7.1%	10.7%	11.9%	11.9%
Academic (variable content)	69.4%	38.8%	29.2%	26.5%	10.2%	12.2%	20.4%	16.3%	14.3%
Basic study skills	48.8%	34.2%	26.8%	22.0%	19.5%	7.3%	0.0	2.4%	2.4%

*$p < .05$ **$p < .01$

Note: Because of small cell sizes, chi-square may not be a valid test

Table 52
Longevity of Freshman Seminar Across All Institutions (N = 653)

	Institutions Reporting	
Length of Time Offered	Number	Percentage
1-2 years	155	23.8%
3-5 years	233	35.7%
6-10 years	143	21.9%
11-20 years	95	14.7%
Over 20 years	27	4.5%

Table 53
Longevity of Freshman Seminar by Type of Institution (N = 653)

	Longevity (Years Offered)				
Type Institution	1-2	3-5	6-10	11-20	21+
Two-year	23.9%	41.1%	14.5%	16.7%	3.9%
Four-year	23.7%	33.6%	24.7%	13.7%	4.2%

p = ns

Table 54
Longevity of Freshman Seminar by Level of Enrollment (N = 652)

	Longevity (Years Offered)				
Level of Enrollment	1-2	3-5	6-10	11-20	21+
Under 1,000	29.9%	34.7%	17.4%	14.6%	3.5%
1,001 - 5,000	23.9%	34.5%	23.6%	14.6%	3.4%
5,001 - 10,000	20.0%	36.5%	16.5%	16.5%	10.6%
Over 10,000	17.8%	40.6%	26.7%	12.9%	2.0%

*$p < .05$

Note: Chi-square may not be a valid test due to small cell sizes.

Table 55
Longevity of Freshman Seminar by Type of Seminar (N = 626)

	Longevity (Years Offered)				
Seminar Type	1-2	3-5	6-10	11-20	21+
Extended orientation	23.3%	37.0%	22.4%	13.7%	3.7%
Academic (common content)	24.7%	29.9%	19.5%	16.9%	9.1%
Academic (variable content)	20.8%	22.9%	29.2%	22.9%	4.2%
Basic study skills	22.0%	48.8%	19.5%	9.8%	0.0%

p = ns

Institutional Support For Freshman Seminars

Institutional Support - Across All Institutions

The final question on the survey sought the respondents' perceptions of the level of overall campus support from all constituents (students, faculty, staff, and administration). According to respondents, freshman seminars enjoy strong institutional support in American colleges and universities. Nearly 65% reported that support on their campus is high (top two rating categories on five-point scale) while only 7.5% described support as low (lowest two rating categories). Overall responses are shown in Table 56.

Even stronger evidence of support for seminars was demonstrated when respondents reported the likelihood that the seminar would still be offered on their campuses in five years. A full 90% believe the likelihood is high while only 3.8% believe the prospect is low.

Table 56
Perceived Institutional Support Across All Institutions (N = 691)

	Institutions Reporting	
Rating of Support	Number	Percentage
1,2 (Low)	52	7.5%
3 (Medium)	190	27.5%
4,5 (High)	449	64.9%

Institutional Support - By Type of Institution

Institutions do not differ by type in perceived support for the freshman seminar. There was a tendency for four-year campuses to report higher support (Table 57).

Table 57
Perceived Institutional Support by Type of Institution (N = 691)

	Rating of Support		
Type Institution	Low	Medium	High
Two-year	10.4%	30.2%	59.4%
Four-year	6.4%	26.5%	67.1%

p = ns

Institutional Support - By Level of Enrollment

Although a majority of respondents at all levels of enrollment reported high support for the seminar, support is highest on campuses under 5,000 students. In contrast, the lowest support levels were reported at campuses larger than 5,000. Support for the seminar by level of enrollment is shown in Table 58.

Institutional Support - By Type of Seminar

Table 59 provides a comparison by seminar type of the degree of overall institutional support for the freshman seminar. The highest levels of support were reported for academic seminars of either common or variable content. The basic study skills seminars enjoy the least support although a majority of each type

Table 58
Perceived Institutional Support by Level of Enrollment (N = 690)

	Rating of Support		
Level of Enrollment	Low	Medium	High
Under 1,000	5.3%	21.7%	73.0%
1,001 - 5,000	6.1%	26.3%	67.5%
5,001 - 10,000	12.4%	33.7%	53.9%
Over 10,000	11.2%	34.6%	54.2%

$p < .05$

seminar report high support. It is reasonable to assume, based on these findings, that while colleges and universities support the freshman seminar concept, they are less supportive of remedial courses. Finally, it should be observed that responses to this item may be biased in either a positive or negative direction by the individual responder's personal perceptions.

Table 59
Perceived Institutional Support by Type of Seminar (N = 663)

	Rating of Support		
Seminar Type	Low	Medium	High
Extended orientation	7.2%	31.0%	61.8%
Academic (common content)	4.8%	16.9%	78.3%
Academic (variable content)	6.1%	14.3%	79.6%
Basic study skills	14.6%	29.3%	56.1%

$p < .05$

Summary

The following statements highlight the results of the second national survey of freshman seminars.

General Findings

❒ Freshman seminars have a wide variety of course goals that vary from broad and encompassing to narrrow and specific. Goals in use on the most campuses in order of popularity are "develop academic skills," "provide knowledge of campus resources," "ease transition from high school to college," "increase likelihood of college success," and "develop major and career plans."

❒ Similar to course goals, there is also wide variation in course topics across seminars. Those occurring most frequently in order of use are "basic study skills," "time management," " campus facilities and resources," and "wellness (alcohol and drug abuse, STDs, nutrition)."

❒ Seminar classes are usually small. Two-thirds of institutions offering the course limit class size to 25 students or less.

❒ Letter grades are the predominant grading system in freshman seminars. About two of three institutions assign letter grades and the remainder use pass/fail grading.

❒ About 45% of campuses offering the seminar require all freshmen to take the course. Over 70% require some or all students to complete a seminar.

❒ Credit for seminars is applicable to graduation on nearly nine of ten campuses. The typical seminar is offered for one semester hour credit and counts as elective credit (45%).

❒ Some campuses offer special sections of the seminar for student populations with special needs. The most frequently occurring sub-populations and the percentage of campuses reporting them are high-risk students (13%) and adults (13%).

❒ Faculty are typically used to teach freshman seminars. They have instructional responsibility on more than eight of ten campuses which offer the course. Student affairs professionals, other administrators, and students supplement the teaching ranks.

❒ Instructors doubled as the students' academic advisors on nearly half of the campuses where seminars are offered.

❒ Seven of ten campuses with freshman seminars offer instructor training for those teaching the course. Such training is required by 47% of campuses.

❒ About half of campuses with seminars expect faculty to teach the course as part of their regular teaching load. However, more than a third required faculty to teach the course as an overload. Nearly two-thirds of campuses report that the seminar is taught on an overload or extra responsibility basis by faculty and/or administrators. About seven of ten such campuses offer compensation.

❒ Seminars are being evaluated with increasing frequency on college campuses. Student satisfaction is the only outcome evaluated by a majority of respondents. Other outcomes studied by at least one-third of reporting campuses included sophomore return rate and knowledge of seminar content. Respondents attributed these outcomes to the freshman seminar.

❒ Although one respondent reported that a seminar program has been offered for 75 years, about 80% of seminar programs were initiated during the past ten years while nearly 25% have been in existence for two years or less.

❒ Respondents report strong support for the seminar with over 90% rating support in the top three of five categories.

Analyses by Type of Institution

Four-year institutions are more likely than two-year institutions to limit section enrollment to 25 students or less.

A majority of both two- and four-year institutions grade seminars with a letter grade. However, four-year colleges and universities are more likely to grade on a pass/fail basis.

Four-year institutions are more apt than universities and two-year college to require the seminar of all freshmen.

The one semester hour credit model is the most frequently reported for both two- and four-year institutions. Two-year campuses are more likely to offer the seminar for quarter hours credit while four-year campuses are more apt to assign two semesters hours credit.

Four-year institutions are more likely to credit the seminar as a core or general education requirement, while two-year campuses are more apt to count the course as an elective.

Two-year institutions are more likely to offer special sections of the seminar for handicapped and women students while four-year campuses are more apt to offer sections for honors students.

Four-year institutions are more likely to use faculty, other campus administrators, and students to teach the seminar. By contrast, two-year campuses are more likely to use student personnel administrators.

Freshman seminar instructors in four-year institutions are more likely to serve as academic advisors for their students than instructors on two-year campuses.

Although a majority of both two- and four-year institutions offer training for seminar instructors, four-year colleges and universities are more likely to require instructors to take training.

Two-year institutions are more likely than four-year campuses to assign the seminar as part of the faculty member's regular teaching load or as part of a staff member's regular administrative load. Four-year campuses are more apt to assign seminar teaching as an extra responsibility for administrators.

Four-year institutions evaluate seminar outcomes more frequently for all types of outcomes except content knowledge. The most evaluated outcomes of both two- and four-year campuses are student opinions/satisfaction, sophomore year persistence, and content knowledge.

Analyses by Level of Enrollment

Small institutions (under 1,000 students) are more likely than larger ones to limit section enrollments to 15 students or less. However, small institutions were just as likely as larger ones to offer section enrollment in excess of 40 students.

There is an inverse relationship between campus size and the likelihood the seminar will be required. The larger the campus, the less likely the freshman seminar will be required.

The one semester hour credit model is typical on all size campuses. Three semester hour courses are more prevalent on campuses with over 5,000 students.

The elective credit model is more frequently used as campus size increases while core and general education applications generally decrease in frequency as campus size increases.

Large institutions (over 5,000 students) are more likely to offer special seminar sections for athletes and high-risk, honors, undecided, and minority students.

Institutions with over 5,000 students enrolled are more likely to use graduate students to teach freshman seminars than are two-year campuses.

A majority of institutions at all levels of enrollment offer training for seminar instructors. However, small institutions (less than 1,000 students) are less likely to offer training than are larger ones.

Larger institutions are more likely to assign seminar teaching to faculty on an overload basis.

Seminars offered for two years or less are more likely to be found on small campuses (under 1,000 students). Courses established for more than 20 years are more apt to be found on campuses with enrollments between 5,000 and 10,000.

Although a majority of respondents report strong support for the seminar, support is strongest on campuses with fewer than 5,000 students. Weakest levels of support are reported on campuses with more than 5,000 students.

Analyses by Type of Seminar

Extended orientation seminars are more likely to enroll over 25 students per section. Academic seminars are most likely to be restricted to small sizes.

Extended orientation seminars are more likely than other types to be graded pass-fail, although the majority of all seminar types assign letter grades.

Academic seminars with common content are most likely to be required courses.

Basic study skills seminars are less likely to carry academic credit towards graduation, although the vast majority of all seminar types grant credit which applies towards graduation.

Seminar types vary in the amount of credit granted. Extended orientation seminars typically grant one semester hour credit while academic seminars with common content are more likely to offer three semester hours credit.

Most extended orientation and study skills seminars carry elective credit while academic seminars are more likely to count as part of core or general education requirements. Seminar courses rarely meet major or other requirements.

Although faculty teach the majority of seminars of all types, instructors of other types are more typically utilized in extended orientation seminars (i.e., student affairs professionals, other administrators, and students).

Only in academic seminars with variable content do the majority of instructors serve as academic advisors for all or some of their students. In about one of every three academic seminars, the instructor serves as advisor to all students.

Although a majority of institutions with freshman seminars offer related training for instructors, variation exists by type. Such training is most common for instructors of academic seminars with common content and extended orientation seminars. These two types are also more likely to require instructor training as a prerequisite for seminar teaching.

Considerable variation by type exists in the kinds of seminar evaluation conducted. Institutions offering academic seminars (common content) evaluate student opinion/satisfaction and content knowledge most often, while academic seminars (variable content) evaluate faculty interactions and other variables most often. Participation in campus activities is examined most frequently as an outcome of extended orientation seminars.

A majority of all types of seminars enjoy a high degree of institutional support. Academic seminars, however, have the highest levels of support.

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Chapter Four

Qualitative Findings

Introduction

Freshman seminars share a number of common characteristics which can be studied and analyzed quantitatively. However, many of these courses, irrespective of type, also have unique features or components which become lost in quantitative analysis. Up to this point, this study has dissected the freshman seminar into its various elements and quantitatively compared those elements. The purpose of this chapter is to present a qualitative analysis of both model freshman seminars in each defined category and of 16 of the 17 freshman seminars that were categorized "Other."

The Extended Orientation Seminar: Ohio State University

The extended orientation seminar accounts for approximately 70% of freshman seminars in American higher education. Many excellent models have been reported by survey respondents including the seminar entitled "University Survey" which has been offered at Ohio State University, a Carnegie Research I institution, for the past 75 years. As might be expected, the Ohio State freshman seminar has undergone a number of changes since its inception (Gordon, 1991). Today it is administered through the University College in conjunction with each degree-granting unit and is required of all Ohio State freshmen (n = 5000) except the several hundred students who are directly enrolled in the College of Engineering.

In order to accommodate this large number of students, the freshman seminar is offered in approximately 300 sections per year taught by professional staff members (not faculty) or half-time graduate students who also serve as the students' academic advisors. Instructor training is required of all freshman seminar instructors. Students are assigned to a section of the freshman seminar depending on their choice of major. Section format, therefore, varies from large lecture/recitation to small seminar depending on the total number of first-year students selecting a particular major. The course is graded and carries one quarter hour of either elective or required credit, depending on the major department. The following three primary course goals were reported:

1. To introduce the nature of a university;
2. To inform students about policies and rules of Ohio State;
3. To help students learn about the curriculum of their stated interest, or to explore plausible career and academic majors.

Course content generally corresponds to goals but also includes a focus on

contemporary issues such as AIDS and racial and gender equality. An in-house publication entitled *University Survey: A Guidebook for New Students* is the only required course text.

Measured outcomes of the course include "content knowledge," "student satisfaction with the course and instructor," "use of campus services," and "student participation in campus activities." As the longevity of this course would indicate, it is reported to enjoy a high level of support from across the campus and a strong likelihood that it will be offered for the foreseeable future.

The Ohio State freshman seminar parallels other extended orientation seminars with respect to overall goals, topics addressed, and certain structural elements such as class size and number of credit hours awarded. However, this course is unique among other orientation seminars with respect to its age, its status as a required course, and its use of no regular faculty members as instructors of record for the course. Very few large universities can staff sufficient sections of a freshman seminar to require it of all entering students, and most freshman seminars of any type use at least some faculty members as instructors.

The Academic Seminar with Common Course Content Across Sections: St. Lawrence University

Academic seminars with common content across all sections accounted for 12.6% of all freshman seminars reported in the Second National Survey. Almost 50% of these courses were offered at Liberal Arts I and Liberal Arts II colleges, and 53% of them were reported to carry over three semester hours of credit.

The freshman seminar offered for five years at St. Lawrence University represents this seminar type. Sections of this course are taught only by faculty members in classrooms that are located within nine residential colleges. The course is designed to integrate academic advising, academic content, and residential life and is titled "The Human Condition: Nature, Self, and Society." Course themes are the following:

1. The making of community and the human experience;
2. The natural world and the human experience;
3. Gender, race, and class;
4. Identity and self-development;
5. Globalism and environmentalism.

Students read a number of classic texts including Plato's *Republic*, Hobbes's *Leviathan*, Marx's *The Communist Manifesto*, and Locke's *Second Treatise on Government* which become the basis for small group discussion, writing assignments, and "mock trials."

St. Lawrence's freshman seminar is a two-semester course which counts as a general education requirement. Instructor training is required for faculty

instructors, and the instructor serves as academic advisor for all students in his or her class. This freshman seminar is reported to enjoy a high level of overall campus support and solid prospects for future continuation.

This freshman seminar is representative of other academic seminars with common content offered at small liberal arts colleges. Many such seminars are integrated with residence life, are central to a core curriculum, and are two-semester courses.

Another adaptation of this seminar type, however, tends to be found at larger universities. Such courses will often be required for all entering students and will focus on a single theme or topic across all sections, but they generally carry no more than three hours of general education or elective credit. California State University, Long Beach, offers such a seminar which is essentially a course on the history of American higher education. The director of this freshman seminar has developed a book of readings for this course which includes many standard readings of higher education literature as well as a variety of articles about current higher education issues. Such courses are often initiated in the attempt to give students on a large campus at least one common educational experience in the absence of a core curriculum.

Academic Seminars on Various Topics: University of California, Davis

This variation of the freshman seminar comprises 7.3% of seminars nationwide and is offered almost exclusively at institutions that are of moderate or high selectivity. Liberal Arts I and Research I institutions account for 65% of such courses. The range of topics covered in these academic seminars is virtually limitless and usually reflects the particular research or scholarship interests of the faculty who teach them. In the 1991-1992 academic year at the University of California, Davis, the following 22 seminars were offered:

- Why Do Some People Want Nonhuman Animals to Have Rights?
- Archaeology and the History of Food
- Toxics in the Environment: Science and Public Policy
- Comparative Studies of Law and Social Control
- Tropical Rain Forests: Romance and Reality
- From Laboratory Research to Patient Care
- Vegetarianism from Antiquity to Modern Times
- The Play's the Thing
- Ethics in American Life
- Essential Great Books
- Restaging the Trial of Galileo
- Landscapes of Mars: Warfare as a Mechanism in Landscape Change
- Public Perception of Risk
- The Legacy of Greece and Rome
- Evaluating Controversial Claims
- Waiting for the Big One: Earthquake Preparedness in California
- Japanese Religion: Diversity Harmonized
- The Many Faces of Faust
- Visions of Mars: War in Film,

Music, and Poetry-Literature
- How Do You Know What You Know?
- Photography of Wilderness: History and Practice
- Critical Thinking and the Theatre Process: What Makes for an Educated Audience

These seminars meet for eight weeks during each quarter, and classes are taught both on campus and in the instructors' homes. Participants earn two units of graded credit, and each seminar is limited to an enrollment of 15 students.

The overall purpose of this freshman seminar is to introduce freshman students to the "pleasures and rigors" of academic life and to provide them the opportunity to work closely in a small group setting with a senior faculty member. Course goals also include the facilitation of active learning and critical thinking.

Overall, this freshman seminar is very representative of others of this genre. Another slight adaptation to this course type, however, is found at the University of California, Berkeley. Freshman/sophomore seminars (some restricted to freshmen only) are offered by each academic department. The course content is determined by faculty and is generally interdisciplinary in focus. For instance, the freshman seminar offered by the Department of History for the 1991 fall semester was entitled "Mozart's World" and was described as a course that investigates the "social, political and historical world within which Mozart composed." Such a course would be a profound departure from the familiar freshman survey course about which it has been said, "If you miss a lecture, you miss a century." Even though these freshman seminars focus on specific academic content, they share with other seminar types the common goal of creating close interactions between students and faculty and between students themselves during the critical freshman year.

The Professional Seminar: California Polytechnic State University - San Luis Obispo

California Polytechnic State University-San Luis Obispo offers a one quarter credit hour freshman orientation seminar in each of its professional schools. Some, but not all, of the courses are required by specific schools; all are graded credit/no credit. The seminars are taught in a variety of ways for different student groups. "At-risk" students are assigned to courses taught by Student Academic Services staff members. Other seminars taught by regular faculty within the respective disciplines are designed for students who do not require extra academic assistance. These courses focus heavily on basic terminology, essential study skills, and career preparation. Freshman seminars have been offered for ten years on this campus and are reported to enjoy a high level of overall campus support and prospects for future continuation.

The response rate for freshman seminars in this category was disappointing and did not represent the numbers of such seminars known to exist in pro-

fessional schools on American campuses. However, the Cal Poly seminars are excellent examples of this course genre. As a group, they parallel other such seminars in terms of goals and topics, especially the primacy of a focus on terminology, skills, and demands of the major and future career.

Some professional schools, such as the College of Engineering at Michigan State University, offer a freshman seminar that is designed specifically for minority students. In addition to offering these students essential information and skills, such courses often purport to provide a mentor for each minority student. These mentors are either minority faculty members or practicing professionals within the community (G. Thompkins, personal communication, April 2, 1991).

Basic Study Skills Seminar: Community College of Micronesia.

Survey results indicated that basic study skills seminars were offered almost exclusively by institutions of low or medium selectivity. Such courses may be offered to all students or to selected groups defined as "high risk" or academically underprepared. At the Community College of Micronesia, a two-year, open-admissions institution with a student population of under 1,000, all students are required to take a freshman seminar that focuses on such basic skills as using the dictionary and marking textbook passages for future reference. Students are also given instruction in lecture note-taking, library usage, organizing class notes, and time management. Faculty in the Languages and Literature Division teach the course which carries three semester hours of graded academic credit. Overall campus support for this course is "very high," and its prospects for continuation are "very good."

Basic study skills seminars are offered not only at community colleges but also at four-year institutions of low or moderate selectivity. The Community College of Micronesia's basic study skills seminar is unusual in that it is required of all students. The majority of these courses are required only for students with academic deficiencies. This course is also unusual in that it carries academic credit. This credit, however, may or may not be transferable to baccalaureate-level institutions.

"Other" Freshman Seminars

Of the 1,064 educators who responded to this survey, 17 chose the category "other" to categorize the particular freshman seminar that is offered on their campus. These 17 seminars are, in some ways, similar to the seminar types previously described, but they also have significant differences that set them apart and make them unique ventures in freshman seminar programming. Following is a brief description of 16 of these 17 "nonconformist" freshman seminars. (One seminar was inadequately described on the survey instrument.)

1. *The University of Notre Dame,* a selective, four-year, private institution in Indiana offers a freshman seminar that is described as a "writing inten-

sive." All students are required to take this course which is taught by faculty and graduate students. Faculty select the specific topics and associated readings that then become the subject for expository writing both in and out of class. The course is administered through the Freshman Writing Program, is taught in sections of no more than 18 students, and carries three semester hours of general education credit. The course goals listed are as follows: (a) "writing intensive," (b) "introduction to seminar method," and (c) "work with faculty in small groups."

2. *The University of Maryland, Baltimore County,* links a one-credit orientation seminar (a "Master Student" class) with a three-credit English composition course focusing on an analysis of professional and student writing. These classes are taught on separate days but are linked to become a single four-credit class. The English composition instructor attends all of the Master Student classes and reviews journals submitted for that class. The Master Student class is worth 25% of the total grade for the four-credit linked course. In English composition, the students write and revise a series of five take-home essays and also complete short writing activities both in and out of class. The overall goals for this course are "to help with the transition to college," "to make students aware of necessary skills and available resources," and "to promote interaction with a small group."

3. *Hagerstown Junior Collège* in Maryland requires all student athletes to take a freshman seminar titled "IMAGE"—I Manage A Great Experience. This course, which comprises 30 contact hours, focuses on specific college survival skills for student athletes. Although the course is required, it carries no academic credit. Goals of this course are the general provision of survival skills for students and the "preparation for transfer."

4. *Denison University,* a Carnegie Liberal Arts I institution in Granville, Ohio, has developed a Freshman Studies Program--seven courses designed as a comprehensive introduction to intellectual and artistic disciplines. Each freshman is required to take Freshman Studies 101 which is entitled "Words and Ideas." This course is designed to develop reading, writing, and library skills. Also, students must select one of the other six seminars which focus on a variety of subject areas. Students are encouraged to live in residence halls with other students who are taking the same seminar courses. Overall program goals are the creation of a learning environment which "encourages active participation in the learning process," and the creation of a "common learning experience."

5. *Erskine College* in Due West, South Carolina, requires that all students take a freshman seminar course which is primarily an introduction to personal computing. Computer usage is combined with other topics such as study skills and career planning. Lecture material includes direct use of the various computers and software found on the Erskine campus. Each student must produce several computer documents and demonstrate a minimum

level of computer knowledge by passing an oral exam. This course carries one semester hour of credit towards core requirements. The one course goal identified by the responder was "to help students become better students."

6. *Liberty University* in Lynchburg, Virginia, requires that all students complete a one-semester hour freshman seminar which focuses on the understanding of Judeo-Christian ethics and values within a Christian university setting. Assigned readings include Charles Coulson's *Against the Night*, the Bible, and *The Liberty Way*, an in-house text. Goals of this seminar are "to facilitate academic, spiritual, and social development" and "to facilitate interaction with faculty."

7. *Marist College* in Poughkeepsie, New York, requires students who have been given provisional admission to take a freshman seminar which is structured according to a "self-management model." This course was reportedly designed to help students define and reach goals, improve motivation, accept responsibility, and build a positive attitude. This course carries one semester hour of elective credit. Regular and honors students may take the course but are not required to do so. The Marist College seminar has as its goals "helping students take responsibility for themselves" and "introducing them to an integrated self-management system."

8. *Chipola Junior College* in Marianna, Florida, a community college, offers a freshman seminar for honors students only. This seminar was designed to motivate superior students to a higher quality of scholarly endeavor and to give them a "superior peer group" for the remainder of their college experience. This seminar carries one semester hour of elective credit for enrolled students.

9. *Rochester Institute of Technology* in New York offers freshman seminars that are specific to individual academic departments which have chosen to participate in the Freshman Seminar Program. These discipline-specific courses are designed with a student affairs liaison, and many are co-taught by a faculty member and a student affairs professional. Course structure and requirements vary by department. Freshman seminars are described as being "50% department/major related activities and 50% 'know yourself' experiential work." Course goals are "to anchor students within their academic department" and "to foster the opportunity for self-discovery."

10. *La Salle University* in Philadelphia links a freshman orientation course with core courses in specific disciplines such as religion, English, and biology. This linked course, which is taught only by faculty, carries four hours of academic credit. Goals for this course are common to the goals of most orientation courses. They include easing the high school to college transition and creating bonds between students, faculty, and institution.

11. *Salem-Teikyo University* in Salem, West Virginia, requires that all first-

year students take a four semester hour seminar course entitled "Orientation to Multicultural Education." The objectives of this course, which is taught by faculty, are "to help students develop cultural sensitivity, thus enabling them to create and maintain positive relationships with people of diverse cultural backgrounds" and "to orient students to life on a multicultural campus."

12. *Westmont College* in Santa Barbara, California, offers a special course for "frosh" (this campus avoids the use of "freshman") that meets weekly on campus but at least once a month in instructor's homes. This course is taught to small groups of no more than 10 students and focuses on providing students a Biblical basis for the life of the mind.

13. *Loyola University* in New Orleans requires that undecided first-time freshmen take special sections of freshman core courses. The professor serves as academic advisor for students in these courses. In addition to academic content, topics such as time management, using the library and campus facilities, career exploration, and benefits of a liberal arts education are introduced in both in- and out-of-class workshops. The goals of this course include improving retention of undecided students and "faculty development through a proactive approach to retention."

14. *Austin College* in Sherman, Texas, requires all first-year students to take a special course called "Communication /Inquiry." This is the first course of the required core. It is taught by selected faculty, assisted by one or more student leaders from all the disciplines. Faculty instructors are called Mentors and are responsible not only for instruction, but also for assisting in the students' early orientation to campus and social life. Considering the ability level of entering students, mentors are responsible for developing courses of appropriate difficulty with regard to the topics and the intended depth of study. Students read from a variety of sources such as periodicals, fiction, drama, and poetry that are appropriate for a given topic. In addition they engage in at least one group problem-solving project and make at least one oral presentation each.

15. *The University of Wisconsin - Oshkosh* offers a weekly colloquium for students in an elective program entitled "The University Learning Community." Students and faculty (120 +) meet in a weekly common session to hear student presentations on intellectually challenging issues such as abortion and capital punishment.

16. *Doane College* in Crete, Nebraska, offers a freshman seminar which explores the relationship of learning in the classroom to learning gained by living in the community. The course focuses attention on academic and non-academic aspects of the community. It consists of public events programs and a limited community service project. Important session topics include the following: "The History of American Volunteerism," "Leadership and the Community Servant," and "Understanding Community Needs."

These 16 seminars offer an indication of the many ways in which freshman seminars can be utilized depending on the mission, character, and expectations of a particular campus. In spite of their differences, they, too, share the common goal of facilitating some aspect of the academic or social integration of students into the college environment.

Chapter Five

Implications for Policy and Practice; Recommendations for Future Research

Introduction

The past ten years in American higher education have witnessed a ground swell of interest in the freshman year. The proverbial underdogs of higher education have become an important commodity for the nation's colleges and universities. Many factors have converged to bring about a nationwide focus on the quality of the freshman year experience. These factors include smaller numbers of potential first-year students and their diverse characteristics. In addition, campuses are concerned about deficiencies in the first-year curriculum, ineffective teaching, and the national freshman-to-sophomore dropout rate which hovers around 30% (American College Testing Program, 1991). This dropout rate has major financial implications for institutions of higher education. Finally, many faculty, staff, and administrators have a genuine concern for first-year students.

A single curricular innovation that has proven itself effective in addressing the needs of first-year students, the deficiences in the curriculum, and last, but not least, that has been positively correlated with freshman retention is the freshman seminar. This course type has a history which pre-dates its use as a solution to the above problems. Since before the turn of the century, freshman seminars were employed both as courses which were primarily academic in content and as courses which were designed to give college students essential knowledge and skills for academic and social success. However, the most dramatic growth in numbers of freshman seminars on American campuses has occurred within the past ten years. As this study has shown, currently, about two-thirds of American colleges and universities offer a freshman seminar.

Purpose of the Study

This study was designed to investigate the nature and scope of the freshman seminar in American higher education. In 1988, the National Resource Center for The Freshman Year Experience at the University of South Carolina undertook a similar national study to investigate one form of this course, the extended orientation or "college success" seminar. However, since that time, the Center had collected piecemeal evidence to suggest that at least four other discrete types of freshman seminars were being implemented on American college and university campuses. Although much information had been assembled and disseminated by the Center about the extended orientation freshman seminar, little was known about the nature or numbers of other freshman seminar types.

By means of a survey instrument which was mailed to all regionally-accredited, two- and four-year colleges and universities with a student population of over 100 (N = 2,460), data were collected to identify, compare, and contrast the various forms of freshman seminar programming in American higher education. These data have been reported in this study. This final chapter suggest implications of this study for policy and practice at the national, state, and institutional level and offers recommendations for future research.

Implications for Policy and Practice

Findings from the Second National Survey of Freshman Seminar Programming have provided a wealth of descriptive information as well as a number of models of outstanding freshman programs on the nation's campuses. The challenges addressed by these programs as well as their intended and unintended successes offer implications for broad educational policy to improve the freshman year and the entire undergraduate experience. Following is a review of policy implications based on study findings.

1. Increasing numbers of colleges and universities are concerned about the academic and social success of first-year students. But the factors which help or hinder entering college students often have their roots in the primary and secondary educational system. On a national, state, and local level, colleges and universities should work more closely with the K-12 system to develop effective ways of easing the academic and social transition of students from high school to college. The increasing numbers of school/college partnerships in the United States is at least one indication that such efforts are underway (Wilbur & Lambert, 1991). The disparity between the culture of the American high school and the American college is profound and is, in itself, a possible barrier to college student success. The effort to improve the retention of first-year students must therefore begin long before the first year of college. Educators at all levels should work together to develop strategies to assure that more students have the opportunity to go to college and the requisite skills to survive the experience.

2. The academic fate of freshmen is often dependent upon the quality of teaching they receive. At best, this quality is uneven in American colleges and universities. Both on survey instruments and in follow-up personal communications, freshman seminar administrators reported that instructor training workshops offered for freshman seminar instructors often become an institution's first, and perhaps only, systematic focus on freshman and undergraduate instruction. Such workshops often provide a forum for a campuswide dialogue on teaching and frequently raise faculty consciouness about the unique needs and characteristics of their first-year students.

Training in effective instruction of first-year students should not be provided just to those who teach freshman seminars. Rather, institutions should design periodic teaching workshops or

symposia for all faculty that include a focus on the particular needs of first-year students and strategies for teaching them effectively. Graduate teaching assistants who are used to staff freshman classes should receive appropriate pedagogical training for their primary role as instructors of first-year students. This training should include some attention to the importance of group process as well as the importance of faculty/student interaction in freshman courses. The finest freshman seminar or the most elaborate system of co-curricular programming cannot compensate for inadequate instruction in a student's traditional first-year courses.

3. Upcraft and Gardner (1989) maintain that the most effective freshman seminars are designed to facilitate freshman success in all aspects of college life--academic, social, and personal. The majority of freshman seminars identified on the Second National Survey of Freshman Seminar Programming have multiple goals that support a holistic definition of freshman success. With or without a freshman seminar, institutions should define freshman success broadly and should implement programs intentionally designed to facilitate that success. As the Committee on the Student in Higher Education (1968) argued, "Cognitive growth which is separated from the development of other aspects of the human personality is illusory or distorted" (p. 8). Intellectual development cannot be separated from the development of the whole personality, and efforts to do so are doomed to failure (Committee on the Student in Higher Education, p. 9).

4. At both the state and institutional level, systematic assessments of the quality of freshman life should be part of the total assessment procedure. First-year students are often compliant and reluctant to complain about even the most egregious injustices. Institutions must take the initiative in determining the existing quality of life for first-year students both in and out of the classroom and should report their findings and response to those findings to prospective students, to each other, and to state coordinating boards.

5. In designing the content, the structure, and the system for administrative delivery of a freshman seminar, institutions should pay close attention to the existing campus value system, power structure, and needs of entering students. As the many models of excellent and long-standing freshman seminars identified in this study have demonstrated, there is no one best freshman seminar for every institution. But based on survey findings as well as other piecemeal evidence collected by the National Resource Center, colleges and universities are well advised to create a seminar that is congruent with institutional mission and ethos, to involve both faculty and staff in its planning and administration, and to provide real rewards to those who teach and direct these courses in terms of compensation and credit for tenure and promotion.

Recommendations for Future Research

In some ways, this study has raised as many questions about the freshman seminar as it has answered. Therefore, there are many possible directions for

further research on this course type. Some of these possible directions are the following:

1. Future periodic national surveys of freshman seminar programming should be undertaken to develop a longitudinal picture of this course and its ongoing use in American higher education.

2. In-depth case study research of both successful and unsuccessful freshman seminars should be undertaken. Such research will provide essential information to campuses that are in the initial planning stages of such courses. Colleges and universities are well-advised to learn from the triumphs and failures of others in order to plan for long-term survival of the freshman seminar.

3. Follow-up research should be undertaken to determine whether the freshman seminar types identified by this study are, in fact, valid. Survey responses reported herein raised particular questions about the differences and similarities between extended orientation and basic study skills seminars, but no ultimate conclusion was reached with respect to the need for their identification as discrete seminar types. Case study research of specific seminars in each category would provide needed clarification.

4. Case study research should focus on the various hybrid freshman seminars, those courses which attempt to accomplish a wide range of specific objectives related both to specific academic content and student needs. Such research should be directed toward answering questions about the exact nature of such courses, toward defining a workable balance of content and process elements, and toward determining how such courses should be structured in terms of class size, class activities, and course length in order to meet their multiple objectives.

5. Results of this survey raised significant questions related to the degree of overall campus support for freshman seminars. Future research should attempt to identify objective measures of support such as credit hours, budgets, student participation, and faculty attitudes and then relate those measures of support to the various existing types of freshman seminars. Additional research should then identify the internal factors related to strong or weak support of particular seminars of each discrete type. Attention should be paid to those factors that can be altered or controlled by the institution such as (a) whether the seminar enjoys unequivocal support from the top levels of campus administration, (b) how and by whom the seminar was originally developed, (c) how the course has evolved over time, and (c) whether a broad base of faculty and staff involvement and support was intentionally created and is intentionally maintained for the freshman seminar.

6. Additional research is needed relative to the desired and actual outcomes of freshman seminar courses. Research design of such studies can pose a significant challenge to skilled and unskilled researchers. But if this "loosely-coupled" course is to persist, the accomplishment of its institution-specific goals must be validated.

7. An interesting research avenue which should be explored is the correlation between the attitude of freshman seminar instructors toward teaching the seminar, before, during, and after seminar instruction and the outcomes of the course. All instructors are not equal, and colleges and universities would benefit from knowledge about what impact faculty attitudes have on seminar outcomes.

8. A related topic which should be researched is the impact that freshman seminar instruction has on the instructors themselves—(a) whether such teaching, in fact, does increase faculty morale as was reported by one responding institution, (b) whether teaching the freshman seminar has an impact, either positive or negative, on the achievement of tenure, promotion, or salary increases, (c) whether teaching the freshman seminar improves teaching skills overall or teaching evaluations in other courses, (d) whether faculty use the seminar as a pedagogical laboratory to test instructional methods. The impact of freshman seminar instruction on the instructors themselves would likely be related to other factors such as whether these instructors are specifically trained for freshman seminar instruction, their existing attitudes about such courses, their skill in adopting interactive modes of instruction, and perhaps even their own memories of freshman life.

9. If freshman seminars are intended to meet student needs, then research should be performed to ask the students themselves whether this goal was accomplished from their perspective. Such findings could be used to create subsequent seminar programs that would be relevant to the particular attitudes and concerns of students.

10. Because the freshman seminar is being utilized as the site for academic advising in some institutions, case study research should be undertaken to determine whether or how the linkage of advising and freshman seminar instruction can be accomplished effectively.

Epilogue: "Will you love me tomorrow?"

No one can accurately predict whether or to what degree the current popularity of the freshman seminar will continue or how this course will evolve over time. The actual longevity (over 100 years) of the freshman seminar would seem to indicate that it will continue to be a part of the curriculum for the foreseeable future. In the opinion of these researchers, the freshman seminar has earned the position as a "real" course, as real is defined to mean "valid," "essential," and "useful" for students, and its acceptance as a real course should bode well for its future prospects. But to paraphrase a metaphor coined by the Carnegie Council on Policy Studies in Higher Education (1980), the freshman seminar will likely have multiple futures depending on the specific characteristics and needs of institutions and their students.

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Appendix A

Second National Survey of Freshman Seminar Programming

National Resource Center for the Freshman Year Experience
University of South Carolina, Columbia, South Carolina 29208

1. Name of Institution _____

2. City_____ 3. State_____ 4. Zip Code_____

Your Name _____ Title_____
Telephone number _____

5. What is the current undergraduate population of your institution?
a) ___ under 1,000; b) ___ 1,000-5,000; c) ___ 5,001-10,000;
d) ___ 10,001-20,000; e) ___ over 20,000.

6. What is the current number of freshmen at your institution? a)___under 250;
b)___ 250-1,250; c) ___1,251-2,500; d) ___2,501- 5,000; e)___over 5,000.

7. What is the ethnic make-up of your campus?
a) ___Over 90% of undergraduates are of one ethnic group (e. g., white, black, Hispanic, Asian, Native American, Pacific Islander).
b) ___From 75 to 90% of undergraduates are of one ethnic group.
c) ___No one ethnic group comprises more than 75% of the undergraduate population.

8. Does your institution (including any department or division) offer one or more freshman seminar-type courses? _____yes, _____no

If **yes,** please attach a current sample syllabus or course description with returned survey.

9. If **no,** do you plan to offer such a course in the next academic year (1992-93)? __yes __no

IF YOUR INSTITUTION DOES NOT CURRENTLY OFFER A FRESHMAN SEMINAR-TYPE COURSE, PLEASE DISREGARD REMAINING QUESTIONS, AND RETURN SURVEY IN THE ATTACHED ENVELOPE. THANK YOU FOR YOUR RESPONSE.

* * * * * * * *

IF YOUR INSTITUTION CURRENTLY OFFERS A FRESHMAN SEMINAR-TYPE COURSE, PLEASE COMPLETE THE REMAINING SURVEY QUESTIONS.

10. Check each discrete type of freshman seminar (a,b, c, d, e, or f) that exists on your campus

a)___**Extended orientation seminar.** Sometimes called freshman orientation, college survival, or student success course. May be taught by faculty, administrators, and/or student affairs professionals. Content will likely include introduction to campus resources, time management, study skills, career planning, cultural diversity, student development issues.

b)___**Academic seminar with generally uniform academic content across sections.** May either be an elective or a required course, sometimes interdisciplinary or theme oriented, sometimes part of a required general education core. Will often include academic skills components such as critical thinking and expository writing.

c)___**Academic seminars on various topics.** Specific topics are chosen by faculty who teach sections. Will generally be elective courses. Topics may evolve from any discipline or may include societal issues such as biological and chemical warfare, urban culture, animal research, tropical rain forests, the AIDS epidemic.

d)___**Professional seminar.** Generally taught within professional schools or specific disciplines such as engineering, health sciences, or education to prepare students for the demands of the major and the profession.

e)___**Study skills seminar.** Generally offered for academically underprepared students. Will focus on such basic skills such as grammar, note-taking, and time management.

f)___**Other** (Please describe in detail)_____
_____
_____
_____

Please note:

IF YOU HAVE CHECKED MORE THAN ONE FRESHMAN SEMINAR TYPE, SELECT THE SEMINAR (a, b, c, d, e, or f) WITH THE HIGHEST TOTAL STUDENT ENROLLMENT AND ANSWER SURVEY QUESTIONS FOR THAT SEMINAR ONLY. A MEMBER OF OUR SURVEY TEAM WILL CONTACT YOU FOR INFORMATION REGARDING THE OTHER SEMINARS ON YOUR CAMPUS.

11. I am answering remaining questions for seminar a__, b__, c__, d__, e__, f__

12. In your opinion, what are three primary goals of your freshman seminar program?

_____
_____
_____

13. If your seminar has a common curriculum across sections, what, in your opinion, are the most important topics that comprise the content of the freshman seminar? (List up to 5 topics.)

_____ _____
_____ _____
_____

14. Please identify titles and authors of up to 3 books used as texts in the freshman seminar.

_____, _____
_____, _____
_____, _____

15. List up to 5 primary instructional (pedagogical) activities employed in the freshman seminar (for example: lecture, group discussion).

_____, _____
_____, _____
_____

16. What is the maximum number of students allowed to enroll in each freshman seminar section? _____

17. How many sections of the freshman seminar are being offered on your campus in Fall,1991?_____

18. Who teaches the freshman seminar? (Check all that apply.)

a. _____ Faculty
b. _____ Student affairs professionals
c. _____ Other campus administrators
d. _____ Upper-level undergraduate students
e. _____ Graduate students
f. _____ Other (please identify)_____

19. Does the freshman seminar instructor serve as the academic advisor for his/her students?
___yes (all sections), ___yes (some sections), ___ no

20. How is the freshman seminar graded? ____pass/fail, ____letter grade

21. What college, school, department, or unit is responsible for establishing content for the freshman seminar? _____

22. Is there a director of the freshman seminar program? __yes, __no

23. If yes, what is that person's faculty rank and/or administrative position? _____
_____

24. Which, if any, freshman seminar outcomes are formally evaluated? Check all that apply.
Please respond to questions #24 and #25 only if you <u>track</u> outcomes on any of the following variables.

a) _____ content knowledge
b) _____ student opinions of or satisfaction with course/instructor
c) _____ persistence to sophomore year
d) _____ persistence to graduation
e) _____ student use of campus services
f) _____ student participation in campus activities
g) _____ out-of-class interaction with faculty
h) _____ friendships among freshman seminar classmates
i) _____ other (please describe)_____

25. Based on formal evaluation, which, if any, of the following outcomes are the result of the freshman seminar? Check all that apply.

a) _____ increased content knowledge
b) _____ student satisfaction with course/instructor
c) _____ increased persistence to sophomore year
d) _____ increased persistence to graduation
e) _____ increased use of campus services
f) _____ increased level of student participation in campus activities
g) _____ increased out-of-class interaction with faculty
h) _____ increased number of friendships among freshman seminar classmates
i) _____ other (please describe) _____

26. Administratively, how is the freshman seminar configured for workload and compensation?
(Check all that apply.)

a) _____ as part of a faculty member's regular teaching load
b) _____ as an overload course for faculty
c) _____ as one of the assigned responsibilities for administrator/staff instructors
d) _____ as an extra responsibility for administrator/staff seminar instructors
e) _____ other

27. If taught as an overload or extra responsibility, is financial or other compensation offered for teaching a freshman seminar? _____yes, _____no

28. Is instructor training offered for freshman seminar instructors? ___ yes, ___no

29. Is instructor training required for freshman seminar instructors? ___yes, ___no

30. How long has the freshman seminar been offered on your campus? _____ years

31. What freshmen are required to take the freshman seminar? ___all, ___some, ___none.

32. If you answered "some" to the previous question, which freshmen (by category) are required to take the freshman seminar? _____

33. Are different sections of the freshman seminar offered for any of the following unique sub-populations of students? Check all that apply.

a) __ Adults
b) __ Minority students
c) __ Commuting students
d) __ Athletes
e) __ Handicapped students
f) __ International students
g) __ Students residing within a particular residence hall
h) __ Women
i) __ High-risk students
j) __ Students within a specific major
k) __ Honors students
l) __ Undecided students
m) __ Incarcerated students
n) __ Other. Please identify _____

34. Approximately what percentage of freshmen take the freshman seminar as an elective?
a) __less than 25%, b) __25 to 50%, c) __50 to 75%, d) __ 75 to 100%.

35. How many total classroom contact hours (clock hours) comprise the entire freshman seminar course? __

36. Does the freshman seminar carry academic credit towards graduation? __yes, __no

37. If yes, how many credits does the freshman seminar carry toward graduation?

a)___ 1 semester hour
b)___ 2 semester hours
c)___ 3 semester hours
d)___ more than 3 semester hours
e)___ quarter hours (indicate number)
f) ___ other credits (please describe)

38. If the freshman seminar carries academic credit, how does such credit apply?

a)___ toward core requirements
b)___ toward general education requirements
c)___ as an elective
d) ___toward major requirements
e) ___other (please describe)

39. What is the total annual operating budget for the freshman seminar program? _____

40. On a scale from 1 to 5 (1 being highly unlikely, 5 being highly likely) what do you perceive to be the likelihood that the freshman seminar will be offered on your campus in 5 years?
(highly unlikely)___1___2___3___4___5 (highly likely)

41. On a scale from 1 (low) to 5 (high), what do you believe to be the level of overall campus support (from students, faculty, staff, administration) for the freshman seminar?
(low)___1___ 2___ 3___4___5(high)

Appendix B

American Colleges and Universities Reporting
Freshman Seminars - Fall, 1991

Abraham Baldwin College	Tifton	GA
Adams State College	Alamosa	CO
Aguadilla Reg.Coll,Univ of PR	Ramey Base	PR
Aims CC	Greeley	CO
Alabama A&M University	Normal	AL
Albertus Magnus College	New Haven	CT
Albion College	Albion	MI
Allan Hancock College	Santa Maria	CA
Allegany CC	Cumberland	MD
Allegheny College	Meadville	PA
Allen County CC	Iola	KS
Alma College	Alma	MI
Ana G. Mendez Univ System	Rio Piedras	PR
Anderson College	Anderson	SC
Andover College	Portland	ME
Andrews University	Berrien Springs	MI
Angelina College	Lufkin	TX
Antelope Valley College	Lancaster	CA
Aquinas College	Newton	MA
Arkansas College	Batesville	AR

Asheville-Buncombe Tech CC	Asheville	NC
Ashland University	Ashland	OH
Augsburg College	Minneapolis	MN
Augustana College	Rock Island	IL
Augustana College	Sioux Falls	SD
Aurora University	Aurora	IL
Austin College	Sherman	TX
Austin CC	Austin	MN
Austin CC	Austin	TX
Austin Peay State Univ	Clarksville	TN
Averett College	Danville	VA
Avila College	Kansas City	MO
Baldwin-Wallace College	Berea	OH
Barry University	Miami	FL
Barton College	Wilson	NC
Bates College	Lewiston	ME
Bay Path College	Longmeadow	MA
Beaver College	Glenside	PA
Becker College-Leicester	Leicester	MA
Belhaven College	Jackson	MS
Belmont Abbey College	Belmont	NC
Bennett College	Greensboro	NC
Bentley College	Waltham	MA
Berry College	Mount Berry	GA
Bethany Lutheran College	Mankato	MN
Bethel College	McKenzie	TN
Bethel College	North Newton	KS

Bethune-Cookman College	Daytona Beach	FL
Bishop Clarkson College	Omaha	NE
Bloomfield College	Bloomfield	NJ
Blue Ridge CC	Weyers Cave	VA
Bluefield College	Bluefield	VA
Boise State University	Boise	ID
Bowdoin College	Brunswick	ME
Bowling Green State Univ	Bowling Green	OH
Bradley University	Peoria	IL
Brenau College	Gainesville	GA
Brescia College	Owensboro	KY
Brunswick College	Brunswick	GA
Bucknell University	Lewisburg	PA
Burlington County College	Pemberton	NJ
Cal. Polytechnic State Univ	San Luis Obispo	CA
Cal. State Univ, Bakersfield	Bakersfield	CA
Cal. State Univ, Long Beach	Long Beach	CA
Cal. State Univ, Stanislaus	Turlock	CA
Cal. State Univ,Dominquez Hills	Carson	CA
Caldwell College	Caldwell	NJ
Caldwell CC	Hudson	NC
Calhoun State CC	Decatur	AL
Canisius College	Buffalo	NY
Cardinal Stritch College	Milwaukee	WI
Carleton College	Northfield	MN
Carlow College	Pittsburgh	PA
Carson Newman College	Jefferson City	TN

College of the Ozarks	Point Lookout	MO
College of Mount St. Vincent	Riverdale	NY
College of Notre Dame,Maryland	Baltimore	MD
College of St. Elizabeth	Morristown	NJ
College of St. Francis	Joliet	IL
College of William and Mary	Williamsburg	VA
Colorado College	Colorado Springs	CO
Colorado School of Mines	Golden	CO
Columbia Christian College	Portland	OR
Columbia College	Columbia	MO
Columbia College	Columbia	SC
Columbus College	Columbus	GA
CC of Allegheny County	Monroeville	PA
CC of Southern Nevada	North Las Vegas	NV
CC of Allegheny	West Mifflin	PA
Concordia College	St. Paul	MN
Concordia College	Portland	OR
Concordia College	Ann Arbor	MI
Concordia College	Bronxville	NY
Concordia University	River Forest	IL
Concordia University	Mequon	WI
Connecticut College	New London	CT
Converse College	Spartanburg	SC
Cornell University	Ithaca	NY
Crafton Hills College	Yucaipa	CA
Creighton University	Omaha	NE
Crowley's Ridge College	Paragoald	AR

Cumberland University	Lebanon	TN
Curry College	Milton	MA
CC of Micronesia	Kolonia,Pohnpei	FM
CUNY, Baruch College	New York	NY
CUNY, Borough of Manhattan CC	New York	NY
CUNY, Hunter College	New York	NY
D'Youville College	Buffalo	NY
Dakota Wesleyan University	Mitchell	SD
Dalton College	Dalton	GA
David Lipscomb University	Nashville	TN
Davis and Elkins College	Elkins	WV
Daytona Beach CC	Daytona Beach	FL
Delaware County CC	Media	PA
Delaware Valley College	Doylestown	PA
Delgado CC	New Orleans	LA
Denison University	Granville	OH
Diablo Valley College	Pleasant Hill	CA
Doane College	Crete	NE
Dominican College	Orangeburg	NY
Duquesne University	Pittsburgh	PA
East Arkansas CC	Forrest City	AR
East Carolina University	Greenville	NC
East Tennessee State Univ	Johnson City	TN
East Texas Baptist University	Marshall	TX
East Texas State University	Commerce	TX
Eastern Christian College	Bel Air	MD
Eastern Illinois University	Charleston	IL

Eastern Kentucky University	Richmond	KY
Eastern Mennonite College	Harrisonburg	VA
Eastern Michigan University	Ypsilanti	MI
Eastern New Mexico University	Portales	NM
Eastern Shore CC	Melfa	VA
Eastern Washington University	Cheney	WA
Eastfield College	Mesquite	TX
Eckerd College	St. Petersburg	FL
Edgewood College	Madison	WI
Edward Waters College	Jacksonville	FL
El Centro College	Dallas	TX
Elizabethtown College	Elizabethtown	PA
Elmhurst College	Elmhurst	IL
Emmanuel College	Boston	MA
Emory University	Atlanta	GA
Emporia State University	Emporia	KS
Erskine College	Due West	SC
Fairfield University	Fairfield	CT
Fayetteville State Univ	Fayetteville	NC
Ferris State University	Big Rapids	MI
Ferrum College	Ferrum	VA
Florida Atlantic University	Boca Raton	FL
Florida Keys CC	Key West	FL
Florida State University	Tallahassee	FL
Floyd College	Rome	GA
Fort Belknap College	Harlem	MT
Fort Bethold CC	New Town	ND

Fort Scott CC	Ft. Scott	KS
Fox Valley Technical College	Appleton	WI
Francis Marion College	Florence	SC
Franklin and Marshall College	Lancaster	PA
Franklin Pierce College	Rindge	NH
Garden City CC	Garden City	KS
Garland County CC	Hot Springs	AR
Garrett CC	McHenry	MD
Geneva College	Beaver Falls	PA
George Fox College	Newberg	OR
Georgia Southern University	Statesboro	GA
Georgia Southwestern College	Americus	GA
Georgian Court College	Lakewood	NJ
Gettysburg College	Gettysburg	PA
Glassboro State College	Glassboro	NJ
Gogebic CC	Ironwood	MI
Grambling State University	Grambling	LA
Grand Canyon University	Phoenix	AZ
Grand Valley State University	Allendale	MI
Green Mountain College	Poultney	VT
Gustavus Adolphus College	St. Peter	MN
GMI Engineering & Mgmt Inst	Flint	MI
Hagerstown Junior College	Hagerstown	MD
Hamline University	St. Paul	MN
Hampshire College	Amherst	MA
Hampton University	Hampton	VA
Harcum Junior College	Bryn Mawr	PA

Hartford State Technical Coll	Hartford	CT
Hartwick College	Oneonta	NY
Harvard University	Cambridge	MA
Hastings College	Hastings	NE
Heidelberg College	Tiffin	OH
Hesston College	Hesston	KS
Highland CC	Freeport	IL
Hilbert College	Hamburg	NY
Hill College	Hillsboro	TX
Hinds CC	Raymond	MS
Hiram College	Hiram	OH
Hocking Technical College	Nelsonville	OH
Holy Cross College	Notre Dame	IN
Holy Family College	Philadelphia	PA
Holyoke CC	Holyoke	MA
Houston Baptist University	Houston	TX
Howard College	Big Spring	TX
Hudson Valley CC	Troy	NY
Humboldt State University	Arcata	CA
Huntingdon College	Montgomery	AL
Huntington College	Huntington	IN
Huron University	Huron	SD
Hutchinson CC	Hutchinson	KS
Illinois Eastern CC	Robinson	IL
Illinois Wesleyan University	Bloomington	IL
Indiana U,Purdue U @ Fort Wayne	Fort Wayne	IN
Indiana University	Bloomington	IN

Indiana University Kokomo	Kokomo	IN
Indiana University,Southeast	New Albany	IN
Indiana Voc Tech-Wabash Valley	Terre Haute	IN
Iona College	New Rochelle	NY
Iowa State University	Ames	IA
Iowa Wesleyan College	Mt. Pleasant	IA
Irvine Valley College	Irvine	CA
Isothermal CC	Spindale	NC
Itawamba CC	Fulton	MS
Ithaca College	Ithaca	NY
Jackson CC	Jackson	MI
Jackson State CC	Jackson	TN
Jackson State University	Jackson	MS
James Madison University	Harrisonburg	VA
James Sprunt CC	Kenansville	NC
Jamestown College	Jamestown	ND
Jefferson CC	Louisville	KY
Jefferson State CC	Birmingham	AL
John Tyler CC	Chester	VA
Johns Hopkins University	Baltimore	MD
Jordan College	Cedar Springs	MI
Judson College	Elgin	IL
Judson College	Marion	AL
Kalamazoo College	Kalamazoo	MI
Kansas Newman College	Wichita	KS
Kansas State University	Manhattan	KS
Kennesaw State College	Marietta	GA

Kent State Univ, E. Liverpool	East Liverpool	OH
Kent State Univ, Salem Campus	Salem	OH
Kent State University	Kent	OH
Kentucky Christian College	Grayson	KY
Kentucky Wesleyan College	Owensboro	KY
Kishwaukee College	Malta	IL
Knox College	Galesburg	IL
La Salle University	Philadelphia	PA
Lake Forest College	Lake Forest	IL
Lakeland College	Sheboygan	WI
Lamar University	Beaumont	TX
Lambuth University	Jackson	TN
Lander College	Greenwood	SC
Lane College	Jackson	TN
Lane CC	Eugene	OR
LaGrange College	LaGrange	GA
LaGuardia CC	Long Island City	NY
LaRoche College	Pittsburgh	PA
Lebanon Valley College	Annville	PA
Lee College	Cleveland	TN
Lees-McCrae College	Banner Elk	NC
Lehigh County CC	Schnecksville	PA
Lenior-Rhyne College	Hickory	NC
Lewis & Clark College	Portland	OR
Lewis University	Romeoville	IL
LeMoyne-Owen College	Memphis	TN
Liberty University	Lynchburg	VA

Lincoln University	Jefferson City	MO
Linfield College	McMinnville	OR
Lock Haven University of PA	Lock Haven	PA
Long Island Univ, Brooklyn	Brooklyn	NY
Long Island Univ, Brookville	Brookville	NY
Long Island Univ, C. W. Post	Brookville	NY
Long Island Univ, Southampton	Southampton	NY
Lord Fairfax CC	Middletown	VA
Los Angeles Harbor College	Wilmington	CA
Louisiana College	Pineville	LA
Loyola College, Maryland	Baltimore	MD
Loyola University	New Orleans	LA
Lycoming College	Williamsport	PA
Macalester College	St. Paul	MN
Macomb CC	Warren	MI
Madonna University	Livonia	MI
Manchester College	N.Manchester	IN
Mansfield University	Mansfield	PA
Marian College	Indianapolis	IN
Marian Court Junior College	Swampscott	MA
Marion Technical College	Marion	OH
Marist College	Poughkeepsie	NY
Marygrove College	Detroit	MI
Maryville College	Maryville	TN
Marywood College	Scranton	PA
Mater Dei College	Ogdensburg	NY
Mayland CC	Spruce Pine	NC

McPherson College	McPherson	KS
Medaille College	Buffalo	NY
Merced College	Merced	CA
Mercer University	Macon	GA
Mercyhurst College	Erie	PA
Methodist Coll of Nurs.& Health	Omaha	NE
Methodist College	Fayetteville	NC
Metropolitan State Coll, Denver	Denver	CO
Middlebury College	Middlebury	VT
Middlesex CC	Bedford	MA
Midland College	Midland	TX
Midway College	Midway	KY
Midwestern State University	Wichita Falls	TX
MidAmerica Nazarene College	Olathe	KS
Miles College	Fairfield	AL
Millersville University	Millersville	PA
Milliken University	Decatur	IL
Mills College	Oakland	CA
Milwaukee Area Technical Coll.	Milwaukee	WI
Milwaukee Sch. of Engineering	Milwaukee	WI
Minneapolis CC	Minneapolis	MN
Mississippi Univ. for Women	Columbus	MS
Mississippi Valley State Univ	Itta Bena	MS
Missouri Southern State Coll	Joplin	MO
Missouri Valley College	Marshall	MO
Mitchell College	New London	CT
Molloy College	Rockville Center	NY

Monmouth College	Monmouth	IL
Monmouth College	West Long Branch	NJ
Montclair State	Montclair	NJ
Montreat-Anderson College	Montreat	NC
Moraine Valley CC	Palos Hills	IL
Morehouse College	Atlanta	GA
Morningside College	Sioux City	IA
Morris College	Sumter	SC
Motlow State CC	Tullahoma	TN
Mount Marty College	Yankton	SD
Mount Mary College	Milwaukee	WI
Mount St. Mary's College	Emmitsburg	MD
Mount Union College	Alliance	OH
Mount Vernon Nazarene College	Mount Vernon	OH
Mt. Olive College	Mt. Olive	NC
Mt. San Antonio College	Walnut	CA
Muhlenberg College	Allentown	PA
Murray State University	Murray	KY
Nash Community College	Rocky Mount	NC
Nebraska Wesleyan Univ	Lincoln	NE
Neumann College	Aston	PA
New CC of Baltimore	Baltimore	MD
New Hampshire Technical Coll	Stratham	NH
New Hampshire Technical Coll	Manchester	NH
New Jersey Inst. of Technology	Newark	NJ
Newberry College	Newberry	SC
Niagara University	Niagara Univ	NY

Nichols College	Dudley	MA
North Carolina Central Univ	Durham	NC
North Carolina State Univ	Raleigh	NC
North Carolina Wesleyan Coll	Rocky Mount	NC
North Shore CC	Danvers	MA
Northeast CC	Norfolk	NE
Northeast Mississippi CC	Booneville	MS
Northeast Texas CC	Mt. Pleasant	TX
Northeastern Junior College	Sterling	CO
Northeastern University	Boston	MA
Northern Arizona University	Flagstaff	AZ
Northern Illinois University	DeKalb	IL
Northern Kentucky University	Highland Hgts.	KY
Northern State University	Aberdeen	SD
Northern Wyoming CC	Sheridan	WY
Northwest MO State Univ	Maryville	MO
Northwest Nazarene College	Nampa	ID
Northwestern College	St. Paul	MN
Oakton CC	Des Plaines	IL
Ohio Northern University	Ada	OH
Ohio State University	Columbus	OH
Ohio State University,A&T Inst	Wooster	OH
Ohio State University,Mansfield	Mansfield	OH
Ohio State University,Marion	Marion	OH
Ohio State University,Newark	Newark	OH
Ohio University	Athens	OH
Ohio University-Chillicothe	Chillicothe	OH

Okla Christian Univ of Sci &Art	Oklahoma City	OK
Oklahoma Baptist University	Shawnee	OK
Oklahoma State Univ, Okmulgee	Okmulgee	OK
Old Dominion University	Norfolk	VA
Onondaga Community College	Syracuse	NY
Otero Junior College	La Junta	CO
Our Lady of the Lake Univ	San Antonio	TX
Owensboro CC	Owensboro	KY
Pacific Lutheran University	Tacoma	WA
Parks College/St. Louis Univ	Cahokia	IL
Patrick Henry CC	Martinsville	VA
Peirce Junior College	Philadelphia	PA
Pembroke State University	Pembroke	NC
Penn State, New Kensington	New Kensington	PA
Phillips County CC	Helena	AR
Piedmont Bible College	Winston Salem	NC
Pillsbury Baptist Bible Coll	Owatonna	MN
Pinebrook Junior College	Coopersburg	PA
Plymouth State College	Plymouth	NH
Pomona College	Claremont	CA
Pontifical Catholic Univ of PR	Ponce	PR
Porterville College	Porterville	CA
Prairie View A&M	Prairie View	TX
Prescott College	Prescott	AZ
Princeton University	Princeton	NJ
Quinebaug Valley CC	Danielson	CT
Ramapo College	Mahwah	NJ

Rancho Santiago CC	Santa Ana	CA
Randolph-Macon College	Ashland	VA
Ranger Junior College	Ranger	TX
Reed College	Portland	OR
Regis College	Weston	MA
Reinhardt College	Waleska	GA
Rhode Island College	Providence	RI
Rivier College	Nashua	NH
Roane State CC	Harriman	TN
Rochester Institute of Tech	Rochester	NY
Rose-Hulman Inst. of Tech	Terre Haute	IN
Roxbury CC	Boston	MA
Russell Sage College	Troy	NY
Sacramento City College	Sacramento	CA
Saddleback College	Mission Viejo	CA
Saint Francis College	Fort Wayne	IN
Saint Francis College	Brooklyn	NY
Saint Francis College	Loretto	PA
Saint Joseph's College	Windham	ME
Saint Louis University	St. Louis	MO
Saint Mary College	Leavenworth	KS
Salem CC	Carneys Point	NJ
Salem-Teikyo University	Salem	WV
Salisbury State University	Salisbury	MD
Salish Kootenai College	Pablo	MT
Salve Regina University	Newport	RI
Samford University	Birmingham	AL

San Diego City College	San Diego	CA
San Diego Mesa College	San Diego	CA
San Jacinto College Central	Pasadena	TX
San Joaquin Delta College	Stockton	CA
Sandhills CC	Pinehurst	NC
Santa Clara University	Santa Clara	CA
Santa Rosa Junior College	Santa Rosa	CA
Sauk Valley CC	Dixon	IL
Schreiner College	Kerrville	TX
Seton Hall University	South Orange	NJ
Seton Hill College	Greensburg	PA
Seward County CC	Liberal	KS
Shawnee State University	Portsmouth	OH
Shorter College	Rome	GA
Siena Heights College	Adrian	MI
Simmons College	Boston	MA
Simpson College	Indianola	IA
Skidmore College	Saratoga Springs	NY
Snead State Junior College	Boaz	AL
South Carolina State College	Orangeburg	SC
South Central CC	New Haven	CT
South Dakota State Univ	Brookings	SD
South Florida CC	Avon Park	FL
Southeast CC	Cumberland	KY
Southeastern CC	Whiteville	NC
Southern Arkansas Univ Tech	Camden	AR
Southern Arkansas University	Magnolia	AR

Southern College of Technology	Marietta	GA
Southern Illinois U,Carbondale	Carbondale	IL
Southern Illinois U,Edwardsville	Edwardsville	IL
Southern Univ at New Orleans	New Orleans	LA
Southern Vermont College	Bennington	VT
Southwest Baptist University	Bolivar	MO
Southwest Missouri State Univ	Springfield	MO
Southwest Texas Junior College	Uvalde	TX
Southwest Texas St Univ	San Marcos	TX
Southwestern Assem of God Coll	Waxahachie	TX
Southwestern Christian College	Terrell	TX
Southwestern College	Winfield	KS
Southwestern College	Chula Vista	CA
Southwestern CC	Sylva	NC
Spartanburg Technical College	Spartanburg	SC
Spring Arbor College	Spring Arbor	MI
St. Ambrose University	Davenport	IA
St. Anselm College	Manchester	NH
St. Edward's University	Austin	TX
St. Gregory's College	Shawnee	OK
St. John Vianney College Seminary	Miami	FL
St. John's College	Santa Fe	NM
St. John's University	Collegeville	MN
St. Joseph's College	Patchogue	NY
St. Joseph's College	Brooklyn	NY
St. Lawrence University	Canton	NY
St. Louis College of Pharmacy	St. Louis	MO

St. Martin's College	Lacey	WA
St. Mary's College of MN	Winona	MN
St. Peter's College	Jersey City	NJ
Stanford University	Stanford	CA
State Fair CC	Sedalia	MO
Stephens College	Columbia	MO
Stetson University	DeLand	FL
Stillman College	Tuscaloosa	AL
Stockton State College	Pomono	NJ
Sue Bennett College	London	KY
Sweet Briar College	Sweet Briar	VA
Syracuse University	Syracuse	NY
SUNY,Brockport	Brockport	NY
SUNY,Buffalo	Buffalo	NY
SUNY,Col of Agri. & Tech.	Cobleskill	NY
SUNY,Coll.of Env. Science	Syracuse	NY
SUNY,Cortland	Cortland	NY
SUNY,Morrisville	Morrisville	NY
SUNY,Oswego	Oswego	NY
SUNY,Plattsburgh	Plattsburgh	NY
SUNY,Purchase	Purchase	NY
Tabor College	Hillsboro	KS
Tacoma CC	Tacoma	WA
Talladega College	Talladega	AL
Tallahassee CC	Tallahassee	FL
Taylor University	Upland	IN
Teikyo Westmar University	Le Mars	IA

Tennessee Technological Univ	Cookeville	TN
Texas Southmost College	Brownsville	TX
Texas State Tech Coll at Waco	Waco	TX
Texas State Tech College	Sweetwater	TX
Texas Tech University	Lubbock	TX
Texas Wesleyan University	Fort Worth	TX
The Defiance College	Defiance	OH
Three Rivers CC	Poplar Bluff	MO
Toccoa Falls College	Toccoa Falls	GA
Transylvania University	Lexington	KY
Treasure Valley CC	Ontario	OR
Trenton State College	Trenton	NJ
Trevecca Nazarene College	Nashville	TN
Tri-County CC	Murphy	NC
Trident Technical College	Charleston	SC
Trinity College	Burlington	VT
Trinity College	Washington	DC
Trinity University	San Antonio	TX
Trinity Valley CC	Athens	TX
Troy State Univ, Montgomery	Montgomery	AL
Tulane Univ,Newcomb College	New Orleans	LA
Tuskegee University	Tuskegee	AL
Tyler Junior College	Tyler	TX
Ulster CC	Stone Ridge	NY
Umpqua CC	Roseburg	OR
Union College	Schenectady	NY
Union College	Lincoln	NE

Union University	Jackson	TN
Unity College	Unity	ME
Univ. of Akron	Akron	OH
Univ. of Alabama	Tuscaloosa	AL
Univ. of Alabama, Birmingham	Birmingham	AL
Univ. of Alabama, Huntsville	Huntsville	AL
Univ. of Arkansas-Monticello	Monticello	AR
Univ. of Arkansas-Pine Bluff	Pine Bluff	AR
Univ. of California, Berkeley	Berkeley	CA
Univ. of California,Davis	Davis	CA
Univ. of Central Arkansas	Conway	AR
Univ. of Charleston	Charleston	WV
Univ. of Cincinnati	Cincinnati	OH
Univ. of CA Santa Cruz,CowellC	Santa Cruz	CA
Univ. of CA Santa Cruz,Coll 8	Santa Cruz	CA
Univ. of CA Santa Cruz,PorterC	Santa Cruz	CA
Univ. of CA Santa Cruz,Stevs.C	Santa Cruz	CA
Univ. of Delaware	Newark	DE
Univ. of Denver	Denver	CO
Univ. of Findlay	Findlay	OH
Univ. of Florida	Gainesville	FL
Univ. of Georgia	Athens	GA
Univ. of Guam	Mangilao	GU
Univ. of Hawaii, Hilo	Hilo	HI
Univ. of Hawaii, Manoa	Honolulu	HI
Univ. of Idaho	Moscow	ID
Univ. of Louisville	Louisville	KY

Univ. of Mary	Bismarck	ND
Univ. of Mary Hardin-Baylor	Belton	TX
Univ. of Maryland-College Park	College Park	MD
Univ. of Maryland,EasternShore	Princess Anne	MD
Univ. of Michigan	Ann Arbor	MI
Univ. of Minnesota, Duluth	Duluth	MN
Univ. of Minnesota, Morris	Morris	MN
Univ. of Minnesota,Crookston	Crookston	MN
Univ. of Mississippi	University	MS
Univ. of Missouri	Columbia	MO
Univ. of Missouri,Rolla	Rolla	MO
Univ. of MD-Baltimore County	Baltimore	MD
Univ. of Nevada, Reno	Reno	NV
Univ. of New Hampshire	Durham	NH
Univ. of New Mexico	Albuquerque	NM
Univ. of New Orleans	New Orleans	LA
Univ. of Notre Dame	Notre Dame	IN
Univ. of NC at Asheville	Asheville	NC
Univ. of NC at Charlotte	Charlotte	NC
Univ. of NC at Wilmington	Wilmington	NC
Univ. of Oregon	Eugene	OR
Univ. of Pittsburgh	Pittsburgh	PA
Univ. of Pittsburgh,Bradford	Bradford	PA
Univ. of Pittsburgh,Johnstown	Johnstown	PA
Univ. of Portland	Portland	OR
Univ. of PR, Cayey Univ. Coll	Cayey	PR
Univ. of Redlands	Redlands	CA

Univ. of Rhode Island	Kingston	RI
Univ. of Richmond	Richmond	VA
Univ. of San Francisco	San Francisco	CA
Univ. of South Alabama	Mobile	AL
Univ. of South Carolina	Columbia	SC
Univ. of South Florida	Tampa	FL
Univ. of Southern California	Los Angeles	CA
Univ. of Southern Maine	Portland	ME
Univ. of Southwest Louisiana	Lafayette	LA
Univ. of St. Thomas	Houston	TX
Univ. of SC, Coastal Carolina	Conway	SC
Univ. of SC, Spartanburg	Spartanburg	SC
Univ. of SC, Union	Union	SC
Univ. of Tennessee, Knoxville	Knoxville	TN
Univ. of Tennessee,Chattanooga	Chattanooga	TN
Univ. of West Florida	Pensacola	FL
Univ. of Wisconsin, Eau Claire	Eau Claire	WI
Univ. of Wisconsin, River Fls.	River Falls	WI
Univ. of Wisconsin, Whitewater	Whitewater	WI
Univ. of Wisconsin,Milwaukee	Milwaukee	WI
Univ. of Wisconsin,Oshkosh	Oshkosh	WI
Univ. Adventista de las Ant.	Mayaguez	PR
Universidad Interamer. de PR	Ponce	PR
Upper Iowa University	Fayette	IA
Upsala College	East Orange	NJ
Ursinus College	Ursinus College	PA
Ursuline College	Cleveland	OH

Utah State University	Logan	UT
US Coast Guard Academy	New London	CT
Valencia CC-East	Orlando	FL
Valencia CC	Orlando	FL
Valley City St Univ	Valley City	ND
Valley Forge Military Jr Coll	Wayne	PA
Vance-Granville CC	Henderson	NC
Vanderbilt University	Nashville	TN
Villa Julie College	Stevenson	MD
Virginia Highlands CC	Abingdon	VA
Virginia Intermont College	Bristol	VA
Virginia State University	Petersburg	VA
Virginia Union University	Richmond	VA
Waldorf College	Forest City	IA
Walsh College	North Canton	OH
Walter's State CC	Morristown	TN
Warner Southern College	Lake Wales	FL
Warren County CC	Washington	NJ
Washington College	Chestertown	MD
Washington University	St. Louis	MO
Wayland Baptist University	Plainview	TX
Wayne CC	Goldsboro	NC
Wayne County CC	Detroit	MI
Wayne State College	Wayne	NE
Wayne State University	Detroit	MI
Weatherford College	Weatherford	TX
Wells College	Aurora	NY

Wesley College	Dover	DE
West Chester University	West Chester	PA
West Texas State University	Canyon	TX
West Virginia State College	Institute	WV
West Virginia Univ, Parkersburg	Parkersburg	WV
Westchester CC	Valhalla	NY
Western Baptist College	Salem	OR
Western Carolina University	Cullowhee	NC
Western Illinois University	Macomb	IL
Western Maryland College	Westminster	MD
Western Michigan University	Kalamazoo	MI
Western New England College	Springfield	MA
Western Washington University	Bellingham	WA
Western Wyoming CC	Rock Springs	WY
Westmont College	Santa Barbara	CA
Wheaton College	Norton	MA
Wheelock College	Boston	MA
Wilkes CC	Wilkesboro	NC
Wilkes University	Wilkes-Barre	PA
William Jewell College	Liberty	MO
William Paterson College	Wayne	NJ
William Penn College	Oskaloosa	IA
William Woods College	Fulton	MO
Wilson College	Chambersburg	PA
Windward CC	Kaneohe	HI
Wingate College	Wingate	NC
Woodbury University	Burbank	CA

Worthington CC	Worthington	MN
Wright State University	Dayton	OH
Wytheville CC	Wytheville	VA
Xavier University	New Orleans	LA
Yakima Valley CC	Yakima	WA
York Technical College	Rock Hill	SC

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